

# Kimono 2

日本語 Level 2

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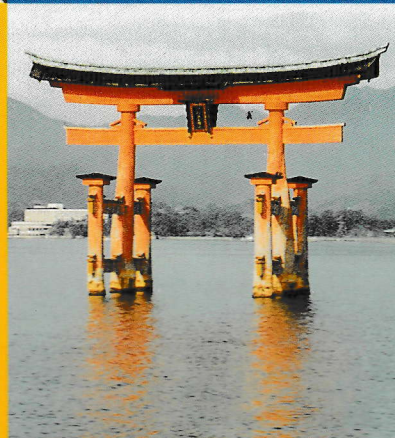
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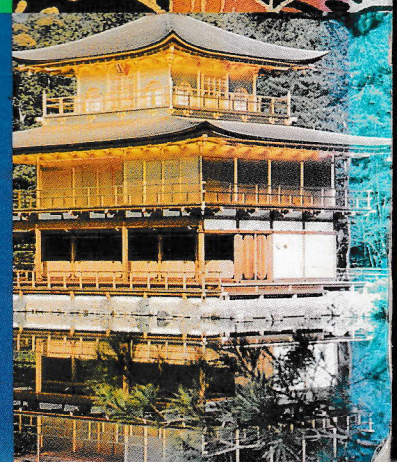


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Asking and saying where  
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Giving and accepting  
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Leisure activities  
Places to do things

*Language points*  
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じょうず、とくい  
...ちゃん

*Cultural and linguistic  
background*  
Information on おみやげ,  
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Maikuくんはどこ？

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Describing yourself and others

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Adjectives

*Language points*  
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ています

*Cultural and linguistic  
background*  
A letter

カタカナ  
Reading and writing カタカナ





### 第三課

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#### *Communicative tasks*

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Describing aches and pains

Describing things and people

Talking about nationalities and languages

Talking about the weather

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Countries, nationalities and languages

Weather terms

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...がいたいんです。

いきます、きます、

かえります

Negative of い and な adjectives

Nationalities (じん) and

languages (ご)

#### *Cultural and linguistic background*

Trends in leisure activities

in Japan

てんき

Learning the words — particular hints on learning vocabulary

### 第四課

チャッピー! こら!

#### *Communicative tasks*

Asking and telling where people and animals are

Asking for and giving information about family and pets

Stating what you don't do

#### *Situations and vocabulary*

At the vet

Items related to a student's room

Animals

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#### *Language points*

Place にいます/です

Spatial locations (うえ、した、うしろ、まえ)

Counters 人 and ひき

...と... as and

#### *Cultural and linguistic background*

Pop star culture

### 第五課

ドーナツ は ぜんぜん たべません。

#### *Communicative tasks*

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て form meaning and

Adverbs of time

Numbers 100 to 1000

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きせつ

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like or dislike something

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Colours  
Household items

### Language points

...でもいいですか。  
...てはだめです。  
好きじゃない、きらい

### Cultural and linguistic background

High technology products  
アンケート (Tokyo Disneyland)

## 第七課

このいすのあしは  
ありますか。

### Communicative tasks

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- asking how much things cost  
- deciding what to buy  
- calculating the price

### Situations and vocabulary

At the garage sale  
Shops, and products, including  
fruit, vegetable and stationery  
items  
Expressions for shopping

### Language points

place にあります/です。  
...はありますか。  
ーや suffix for shops  
Counters つ、さつ、本  
...を ください。  
Numbers 1000 to 10 000

### Cultural and linguistic background

Japanese food  
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Accentuate the positive—  
focusing on positive reading skills

## 第八課

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are able to do  
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implements you use  
Saying what language or script  
you use

### Situations and vocabulary

In the classroom  
Implements for writing and  
eating

### Language points

...られます、...えます  
できます  
implement / tool で  
language で  
...へ to (a place)

### Cultural and linguistic background

Travel in Hokkaido





# Introduction ・ はじめに

きもの2 continues the lively, humorous approach to communicative language teaching adopted in the first level of the course. きもの2 uses all of the communicative modes — listening, speaking, reading and writing — in a wide variety of activities.

The course emphasises language for use while taking a realistic approach to the need for carefully planned and clearly expressed grammatical explanations. Students are offered a great deal of communicative language supported by a systematic study of the structure of the language. In this way the course caters for a wide range of learning and teaching styles.

きもの2 takes account of the increased language competence and the overall intellectual and social development of students of Japanese at this level. In きもの2 Japanese language is used more extensively, most noticeably in the cultural units, which use material reproduced from magazines and brochures. Furthermore, there is more flexibility in the structure of the book and a wider variety of language presentations and activities.

きもの2 therefore represents the continuation of a proven method and format with refinements and developments designed to meet the changing needs of the maturing Japanese learner.

## The Japanese script

In きもの Level 1 students learnt to read and write hiragana and a small number of kanji characters. Writing is seen as an integral part of the きもの course and in きもの Level 2 katakana, and more kanji, are presented.

Katakana is introduced in a section at the end of Unit 2 of the textbook. A more detailed introduction to katakana, with ample opportunity for practice, is provided in the workbook.

Sixteen kanji characters are also systematically introduced in the workbook. Many of these characters have been chosen for their frequency of use. It is suggested that the characters be taught prior to the commencement of each unit so as to maximise student recognition and use. The use of furigana has been limited to the vocabulary section of each unit.

## The きもの2 Textbook

The きもの2 textbook comprises the elements outlined below.

### まんが

The full-colour まんが at the beginning of each unit introduce students in a stimulating way to the language contained in the unit. The storylines combine humour and

fantasy, giving incentive to become involved in the activities which follow.

As a teaching tool the まんが are particularly useful as a fund of knowledge to be exploited in both oral and written exercises. For these purposes the まんが need to be broken down into manageable sections and even a single cartoon frame could be used for pronunciation practice, role-playing, to illustrate a grammar point, or as a jump-off point for the creation of original dialogues.

### いいましょう

The いいましょう exercises focus on particular language points, enabling intensive oral practice using the visual information provided.

In きもの2 these exercises are designed for whole class, small group and pair work. Some いいましょう exercises provide for more than one 'correct' answer; this encourages students to consider their given responses.

The いいましょう exercises are also used at times to present vocabulary, and familiarity in advance with the new vocabulary will ensure that maximum benefit is gained from these exercises.

Students should find these exercises interesting and purposeful and a useful preparation for further oral activities.

Ideas for exploiting the いいましょう exercises are contained in the teacher's manual.

### ともだちと

These pair-work exercises are the next stage towards unstructured conversation. Students are required to make a series of choices of words or phrases to construct a coherent dialogue. This process of deliberately selecting elements of dialogue gives students insights into the flexibility of discourse and into the way in which it is constructed.

### いってみましょう

This oral activity is a most challenging and rewarding opportunity for students to put the language acquired in each unit to real communicative use. In this phase the task is relatively unstructured and students are expected to produce appropriate language.

In きもの2 extensive use has been made of survey sheets, profiles and original materials in an effort to make these activities as interesting and as real and purposeful as possible.

Teachers play an important role in ensuring the success of these activities, by providing adequate preparation and by supporting and encouraging students in some quite challenging situations.



## 日本語ノート

This section aims to provide a simple, clear explanation of the language covered in each unit. Its role is to systematise certain aspects of grammar in a straightforward manner building on what students already know.

## がんばれ

These sections are included in Units 1, 3, 5 and 7. The articles are intended to provide students with strategies for 'learning how to learn' and for coping in real language situations.

The articles are intended for discussion, a starting point for the sharing of learning hints and for reference. They should be dealt with in an order that best suits individual classes.

## たんど

As students become exposed to more and more language the task of organizing the acquisition of vocabulary becomes more complex. On one hand students need to be taught not to be too dependent on vocabulary lists. On the other hand a good range of vocabulary is a critical part of second language acquisition.

Some words and expressions that are included in this book and the workbook are intended for recognition and comprehension rather than for formal learning. This applies to many 外来語「がいらいご」used in the せいかつ and カタカナ sections of the workbook, and some footnoted items.

Vocabulary related to the main focus of the unit is presented towards the end of the unit. A variety of presentations has been used to avoid intimidating lists of words and expressions.

As with きもの 1 all vocabulary lists are arranged in the order of the Japanese syllabary chart, and Japanese-English and English-Japanese vocabulary lists appear at the end of the book.

## せいかつ

The きもの course aims to integrate language studies with socio-cultural content.

The continuation from きもの 1 of the presentation of material via a series of letters from a young foreign student living in Japan is supplemented in きもの 2 by varying formats to introduce cultural insights. Some units present authentic brochures while others also present further cultural information in Japanese — this exposes students to the lifestyles of young people in modern Japan.

These sections can be used as starting points for further research or project work if desired. Exercises and ideas for follow-up activities are contained in the workbook and teacher's manual.

## きもの 2 Workbook

The workbook accompanying the きもの 2 text contains a full range of exercises and activities which are designed to provide a thorough consolidation of the language points raised in the text. Its elements are outlined below:

ききましよう — listening comprehension exercises, the texts of which are spoken on the きもの 2 cassettes and written in the teacher's manual;

れんしゅうしましよう — contains a wide range of exercises and activities to provide mainly written reinforcement of the language content of each unit;

日本について — exercises and activities exploiting and extending the cultural material in each unit;

カタカナ — a comprehensive unit introducing the カタカナ script and reinforcing it via a variety of exercises and activities;

かんじ — the characters are given with their readings, definitions and stroke order. The readings given are those within the scope of the textbook.

## きもの 2 Teacher's Manual

An invaluable resource for the teacher, this manual includes the elements below:

- the きもの method — an expanded discussion of points raised in this introduction;
- teacher's notes — how to use and exploit to the fullest all of the individual items in the course; how to use the course in class; sample lesson plans and guidelines for assessment;
- unit-by-unit analysis — includes a summary of the language presented, content of cassettes, suggestions for presenting each いましよう exercise, scripts of listening comprehension activities, ideas for games and cultural units and some further language use explanations for teachers;
- reproduction masters — includes reading comprehension passages, sample tests for each unit and cartoon pages with separate listings of speech bubbles;
- photocopyable student progress sheets — provide students with the opportunity to assess positively their own progress.

## きもの Cassettes

For each unit of the course, the cassettes contain:

- an entertaining recording of the まんが presented by young native Japanese speakers, both at normal speed and with pauses for repetition;
- a presentation of each いましよう exercise;
- listening comprehension activities to accompany the ききましよう section of the きもの 2 workbook;
- a song and other items of interest in Japanese.



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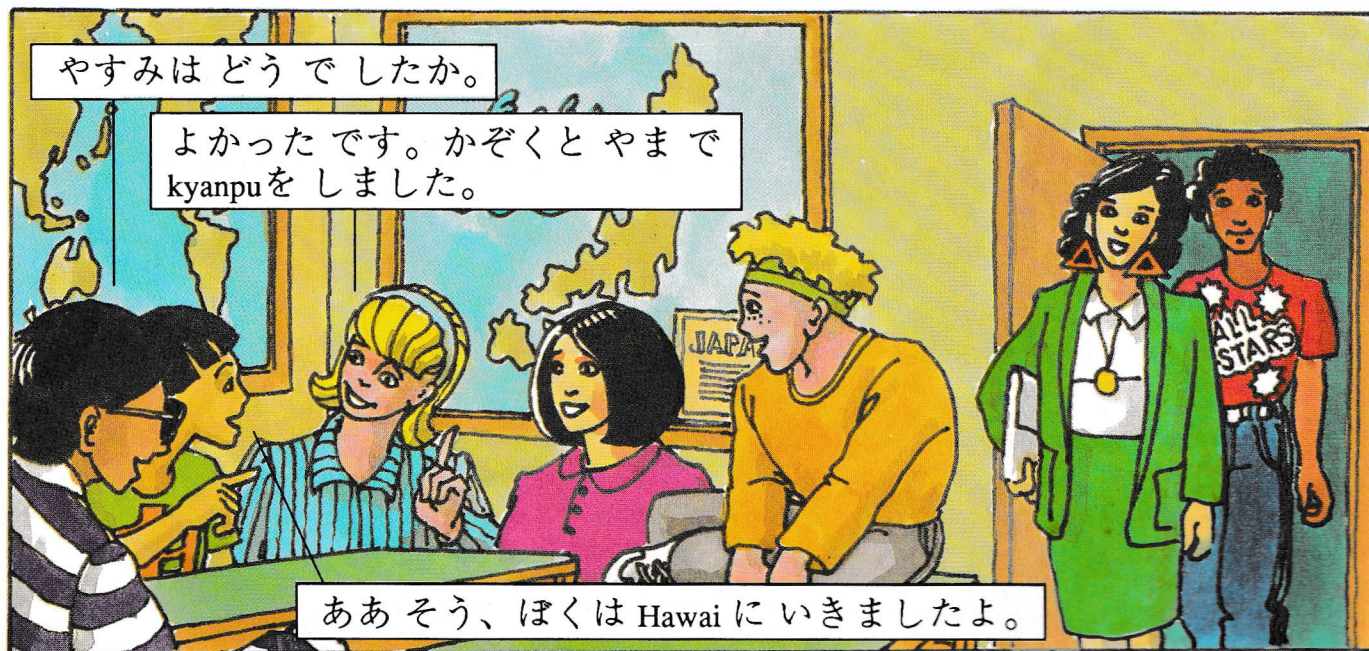
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Finally, the publishers gratefully acknowledge the companies who kindly gave their permission to use copyright material in this book. Despite every effort, the publishers were not always successful in tracing all copyright owners. Should this come to the attention of the copyright owners concerned, the publishers request that they contact them so that proper acknowledgement can be made in any reprint of this book.



# 第一課・おみやげです。どうぞ。



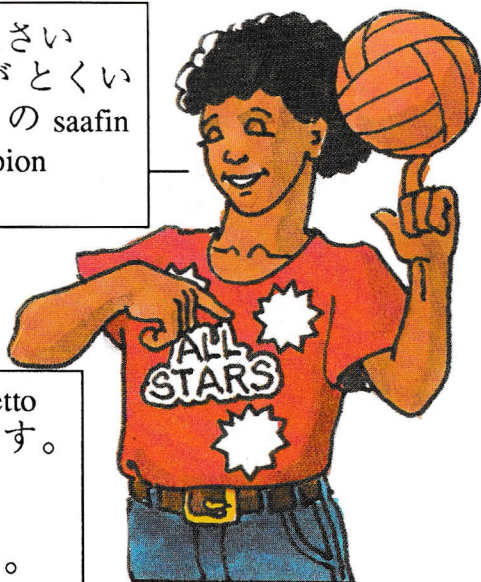
あ...あのこ、だれ...?



みなさん、おはよう。ちょっとしずかにして...



Maikuです。十五さいです。Supootsuがとくいです。きょねんの saafin たいかいの champion でした。



それから、basuketto booruもとくいです。Ooru-sutaa chiimuのせんしゅです。どうぞよろしく。

すごい! かっこいい! すてき!





はい、Maikuくん、ありがとう。  
じゃあ、そこにすわって。



ゆうこさん、日本はどうでしたか。



おもしろかったです。

あら? はなこさんは?

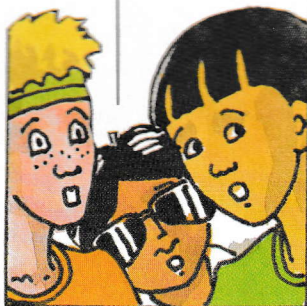
みなさあん、おげんきですか。



わたしはみねはなこです。  
ちゅうがく三ねんせいです。  
かいものがとくいです。  
ひまなときへやでfamikonを  
します。どうぞよろしく。

はなちゃん、  
やめて!

だれですか。



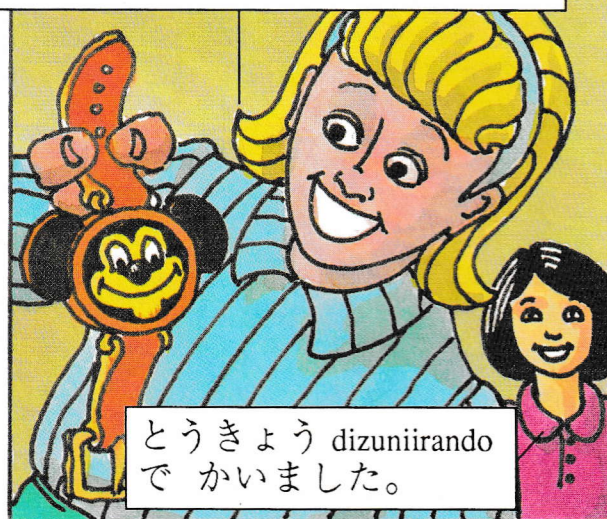
それはなんですか。

おみやげです。  
はい、どうぞ。

わあ! すごい! すてきな とけい...  
どうも ありがとう。どこで  
かいましたか。

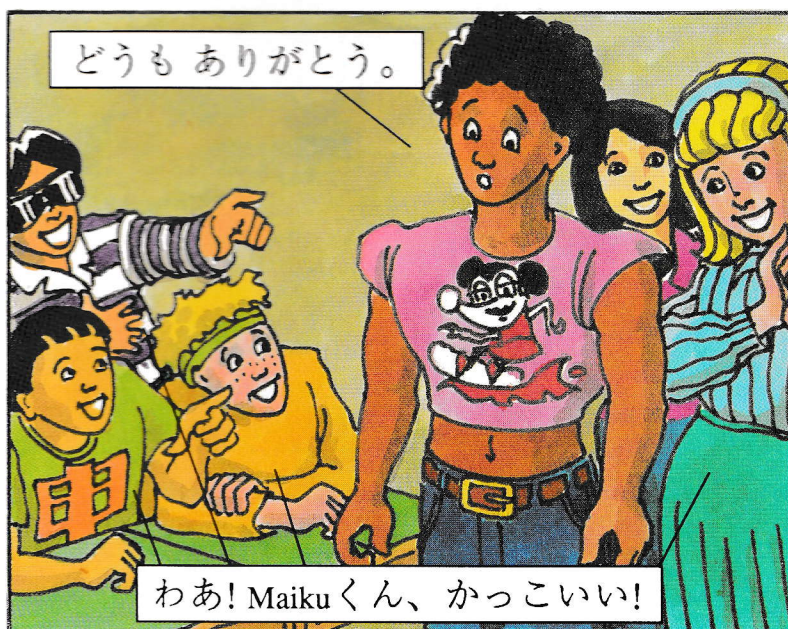


ありがとう! おもしろい  
おみやげですね。



とうきょう dizuniirando  
で かいました。







# いいましょうー

一



二



三



Using the example as a guide, talk about the pictures.



例:

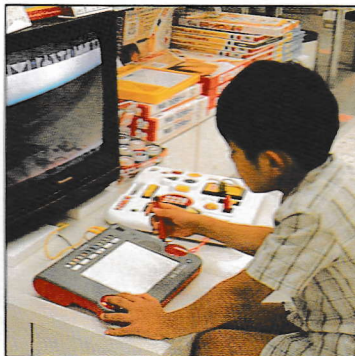
- A ひまなとき なに を しますか。  
B Gitaa を ひきます。

第一課  
●  
四

四



五



六



Using the example as a guide, talk about the pictures.

例:



- A ひまなとき なに を しますか。  
B Earobikusu を します。  
A どこで?  
B たいいくかんで します。

Using the pictures as a guide, praise these people on their abilities.



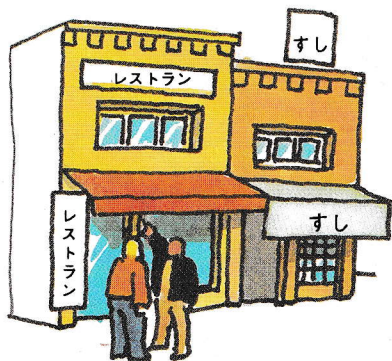
例:

- A Erekutoon が じょうず ですね。  
B いいえ、そう でもない です。



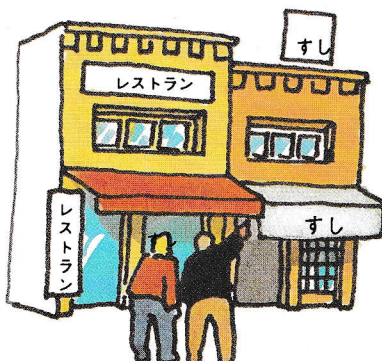


## い い ま し ょ う 二



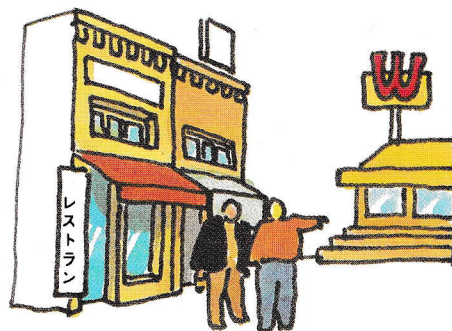
例:

どこでたべましょうか。  
ここでたべましょう。



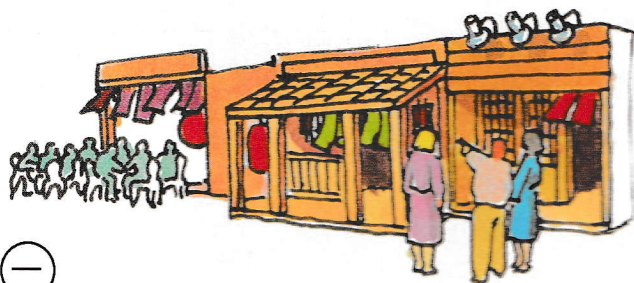
例:

どこでたべましょうか。  
そこでたべましょう。

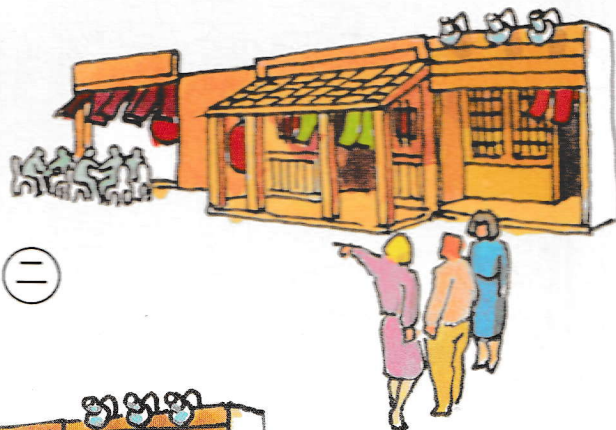


例:

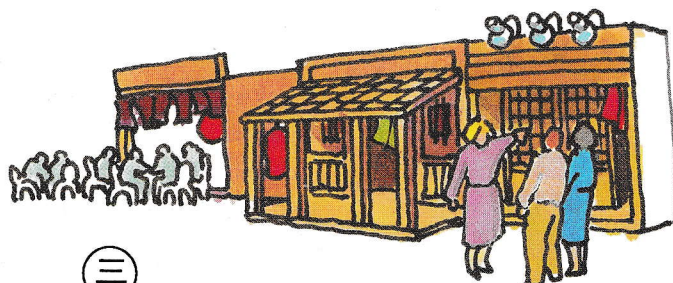
どこでたべましょうか。  
あそこでたべましょう。



一



二



三

例:

A どこでたべましょうか。

B ここでたべましょう。

or

そこでたべましょう。

or

あそこでたべましょう。



# ともだちと

Make up a conversation with a partner.  
Decide who will be A and who will be B.

A	あつ、それは	おもしろい	T-shatsu とけい posutaa	ですね。
---	--------	-------	----------------------------	------

B	そう ですか。あたらしいです。		Hawai やま Rokku-konsaato	で かいましたよ。
---	-----------------	--	-------------------------------	-----------

A	だれと	Hawai やま Rokku-konsaato	に いきましたか。
---	-----	-------------------------------	-----------

B	はは かぞく ともだち あね あに	と いきました。
---	-------------------------------	----------

A	Hawai やま Rokku-konsaato	で	すいえい saafin dansu saikuringu kyanpu	を しましたか。
---	-------------------------------	---	---	----------

B	ええ、	たのしかった つまらなかった よかった	です。	[A] さん [A] くん	は	しゅうまつ やすみ にちようび	に なに を しましたか。
---	-----	---------------------------	-----	------------------	---	-----------------------	---------------

A	わたし ぼく	は	まち へや ともだち の うち にわ	で	famikon を しました。 CD を ききました。 えいが を みました。 いぬ と あそびました。 まんが を よみました。
---	-----------	---	-----------------------------	---	---



# いってみましょう

## 一 CD をどこでかいますか。

Where is the best place to buy CDs or jeans or hamburgers?

Choose an item, such as one of the three above, and conduct a survey to find out where your classmates shop. Ask ten friends.

When you have completed your survey, you will be able to say which is the most popular shop among your friends.

Your survey form could look like this:

Survey on jiiinzu	
なまえ	place
Robaato くん	Jeans City
Piitaa くん	Jac'n Jean
Maiku くん	Denim Heaven
Ben くん	Jac'n Jean

## 二 ひまなとき なにを しますか。

How well do you know your friend? Write down 6 statements (in 日本語 of course!) about what you think your friend does in her free time. She will also write down 6 statements. Ask her if she does what you have written. You can see how well you know her by the number of matching statements.

You may like to start by writing this:

Anさんはひまなとき CD を ききます。

はい

いいえ

When you ask Anne, don't forget to put か on the end to make a question.

Here is a score sheet to check your friendship.

6	You know your friend very well.
5	You are good friends.
4	You know her quite well.
3	You have lots more to discover about your friend.
2	It should be fun getting to know her better!
1	Anne who?





### 三 じこしょうかい

じこしょうかい are used when you find yourself in a new situation and you need to introduce yourself. You might, like Maiku くん, be a new student to the class.

In Japan, じこしょうかい are used at school club meetings or scout meetings. They are also essential for writing to a pen-friend and for introducing yourself to new friends during a school visit or a home-stay. The content can vary according to the situation.

Listen to these students introducing themselves. You can use these examples to prepare a じこしょうかい for yourself.

①



わたしのなまえはふじもり まりこです。なごやにすんでいます。いま十四さいのちゅうがく二ねんせいです。おんがくがすきです。ピアノがとくいです。ひまなときピアノをひきます。

ぼくのなまえはいわさき たけとしです。こうべにすんでいます。しょうがく一ねんせいです。ひまなときこうえんでいぬとあそびます。いぬがだいすきです。



②

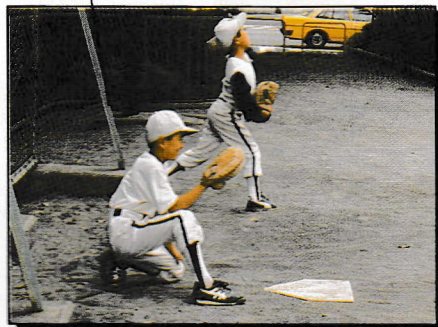
わたしはいしだ ひさえです。ひろしまにすんでいます。わたしはこうこう一ねんせいです。がっこうはおんがくのがっこうです。おんがくがだいすきです。ひまなときともだちのうちでCDをききます。

ぼくはあまのひでたかです。とうきょうのしんじゅくにすんでいます。ちゅうがく一ねんせいです。ぼくはsupootsuがすきです。やきゅうがとくいです。ひまなときともだちとこうていでやきゅうをします。

③



④





# 単語 (たんご)

## New words

あそこ	—	over there
あそびます	—	play, muck about
おみやげ	—	souvenir, present
おもしろい	—	fun, interesting
きょねん	—	last year
こうてい	—	school ground, oval
ここ	—	here
しょうかい (します)	—	introduce
しゅうまつ	—	weekend
すてきな	—	nice, lovely
せんしゅ	—	player, athlete
そこ	—	there
たいかい	—	contest
たいいくかん	—	gymnasium
だれ	—	who
とくい	—	I am good at...
とけい	—	clock, watch
ひきます	—	play stringed or keyboard musical instruments
へや	—	room

## Katakana の 単語

earobikusu	—	aerobics
erekutoon	—	electric organ
ooru-sutaa	—	All Stars
gitaa	—	guitar
saafin	—	surfing
CD (shiidii)	—	CD
dansu	—	dance
chanpion	—	champion
T-shatsu (tii shatsu)	—	T-shirt
dizuniirando	—	Disneyland
Hawai	—	Hawaii
basuketto booru	—	basketball
famikon	—	home computer
piano	—	piano
rokku konsaato	—	rock music concert

## Expressions

あのこ、だれ?	—	Who is that kid?
あら?	—	Oh?!
うそ	—	That's a lie!
	—	I don't believe it!
おげんき ですか。	—	How are you?
かっこいい!	—	Cool! Far out!
すてき!	—	Gorgeous!
そうだ!	—	Oh, I know!
ちょうどいい	—	just right
...ですって	—	he/she says that...
ひまなとき	—	spare time, free time
ほんとうかなあ	—	I wonder if that's true.
やめて!	—	Cut it out! Stop that!

## Schools and year levels

しょうがっこう	—	primary school
ちゅうがっこう	—	junior high school
こうとうがっこう	—	senior high school
(こうこう)		
しょうがく	—	primary school
...ねんせい	—	year level
ちゅうがく	—	junior high
...ねんせい	—	school year level
こうこう	—	senior high
...ねんせい	—	school year level





# せいかつ

3-21, Yukinoshita 1-chome,  
Kamakura-shi, Kanagawa-ken,  
Japan

15th September

Hi everyone,

I wasn't going to write until I got a letter from one of you, but at that rate you'll never hear from me again. Where have you all been? On holidays, I suppose. It would be nice to hear something occasionally, you know. A card, maybe?

Anyway, I just had to write to show you these latest photos. I bet you can't guess who this is.



Don't even try — it's Mr Tanaka. Old Mr Tanaka, that is, the one who lives in the house behind the one I live in. You know, you saw a picture of the inside last year.

Doesn't he look great? Guess how old — no, I'll tell you. He's 78. He's going through this really trendy phase. Well, here's a picture of him about twenty years ago, I think.



He was working for this company and then became a manager or a director or something. He just looks really ordinary, doesn't he? But now that he's old, he says that he doesn't have to worry about what people think or say any more. He can just do his own thing. Everyone looks up to old people here, and old Mr Tanaka is really taking advantage of it. If he does something a bit weird, they all say, 'That's OK, he's 78.' Talk about old people's liberation!

I'd better tell you where he is in the first photo. Well, the other day I noticed on the front seat of his car, and in the glove box, all these chocolate bars and sweets, so I asked him where he got them all. He said, 'Come with me,' and he took me to this huge, noisy, smoky place with all these sort of pinball machines. It's called a pachinko parlour. You could hear the music blaring out from it from about ten blocks away, no exaggeration. Pachinko parlours are really popular in Japan. Really popular!!! He told me to look as old as I could, because I don't think I'm supposed to be in there until I'm 18.

You have to try to get as many of these little metal balls out of the machines as you can, and then you go and cash them in. Except you don't get cash, you get cigarettes and sweets and things like that. Well, old Mr Tanaka has heaps of these things, which is funny, because he never eats them and he doesn't smoke. When he asked me what flavour sweets I wanted I said sutoroberii (you know what I mean, don't you?). Well, I'll never say that again. Old Mr Tanaka got really cross and started going on about all these new words coming in from English and taking over from proper Japanese words. 'What's wrong with いちご?' he kept asking. (That's the real word for 'strawberry'.) It's just that when you go to McDonald's or somewhere and ask for an いちご sheeku they'll probably say, 'You mean sutoroberii.' That's what happened when I asked for さくらんぼ and was told that it was cherii. I can see Mr Tanaka's point, really. It's not like he's really old-fashioned. He just wants to stop Japanese becoming full of these English-sounding words.



You should have heard him when Toshio brought him back a terehon kaado as おみやげ from his trip over the Seto Bridge. You need these telephone cards for most public phones in the cities now, and the ones with pictures on the back are popular as souvenirs and presents — especially the really cute ones. Well, Mr Tanaka liked the present, but hated the word terehon. He didn't mind kaado so much, but he said terehon was stupid, and much harder to say than でんわ.



Don't get the idea that Mr Tanaka is always grumbling. He's not. He's really happy. He keeps busy going back to visit the factory where he was the boss and taking an interest in how it's going. He says most Japanese people are a bit scared of retirement. He says it's important to keep working at something.

Well, anyway, his factory makes these dolls and he took me to see them being made. I'll never forget the women who sat there putting the finishing touches to the dolls.



All they had to do was paint in the eyes and mouth. They were just so quick and accurate, and they could look up and talk to Mr Tanaka without making a mistake. Mr Tanaka is really proud of these dolls. He said that really important people from other countries take them home as souvenirs of Japan. They'd make great おみやげ, I think. He said Prince Charles took one home. I bet he gave it to Princess Di.

Guess what!! Well, this is tomorrow, and Mr Tanaka has just given me a ticket for the big Madonna concert in とうきょう tonight. What a present! They cost about eighty or ninety dollars here, you know. Someone at his factory gave it to him. The only thing is, when I thanked him for the きっぷ for the konsaato he said that it wasn't a きっぷ but a chiketto. I knew that, but I was trying to keep old Mr Tanaka happy. You can't win. Anyway I bought him a terehon kaado with Madonna on it and told him to use it for his でんわ calls.



Must dash now. I've got a konsaato to get ready for. And you probably need to get on with some homework. I'm rapt in Madonna. She's so sensitive and the words of her songs just mean so much.

Lots of love,

Simone.

P.S. NOTE!!! My address is at the top of the letter...just in case you've lost it!



# 日本語 ノート

## 一 Complimenting and bragging

When you compliment someone, or they praise you, **じょうず** is used. This means 'You're good at...' To accept a compliment, because you are modest, it is usual to say 'いいえ、そうでもないです' which means 'No, not really.'

When you are talking to someone about your abilities, you must use **とくい** to mean 'I'm good at...'

e.g. **ぼくは supootsu が とくい です。**

However, as in English, you shouldn't brag too much.

## 二 Saying where you live

To ask someone where they live and to tell them where you live, you say,

**どこに すんでいますか。**

Where do you live?

**よこはまに すんでいます。**

I live in Yokohama.

When you talk about where you live and use **すんでいます**, the place is followed by **に**.

## 三 Talking about your school year level

**なんねんせい ですか。**

In Japan, it is very common to ask students what year level they are. Sometimes people ask this instead of **なんさい ですか**.

To say which year level student you are, you say **しょうがく** or **ちゅうがく** or **こうこう** for the kind of school and then add your year level and **ねんせい**. To say that you were in third year of junior high, you would say **ちゅうがく 三ねんせい** です。

The words for primary school, junior high school and senior high school all end in **がっこう**, although a senior high school is usually called **こうこう**. This is an abbreviation of **こうとう がっこう**. But when you talk about your year level, you change **しょうがっこう** and **ちゅうがっこう** to **しょうがく** and **ちゅうがく** before adding **ねんせい**.

## 四 Saying where you do things — at/in a place

To say that you do something **at** a place, you say **で** after the place. Sometimes in English we say **in** a place (e.g. in the library, in the school ground). This is also **で**.

e.g. **あした ともだち の うち で terebi を みます。**

Tomorrow I'm going to watch TV at my friend's house.

**どこ で かいましたか。**

Where did you buy it?

**Hawai で かいました。**

I bought it in Hawaii.

## 五 Saying where you do things — here, there, over there

The words **ここ**, **そこ**, **あそこ** correspond to *here* or *this place*, *there* or *that place* and *over there*. When you use **あそこ**, you would usually point to the place as it is away, from both you and the person you are talking to.

e.g. **ここに きて ください。**

Come here.

**そこで たべましょう。**

Let's eat at that place.

**あそこ で ともだち に あいました。**

I met my friend over there.

## 六 Playing

In Japanese there are many words for 'play'. When you play (or do) a sport or game, you say **します**.

e.g. **Badminton を します。**

When you play a stringed or keyboard musical instrument, you usually say **ひきます**.

e.g. **Piano を ひきます。**

But if you just hang about with your friends or play around with the dog, you use **あそびます**.

e.g. **いぬ と あそびます。**



## 七 More about adjectives

In きもの Level 1, you learnt to comment on things using adjectives.

e.g. かわいいですね。

You can also put adjectives before a noun or a word you want to describe, as you do in English. You have done this with:

e.g. いいおてんきですね。

It's a nice day, isn't it?

Here are some more examples:

あたらしいともだちを  
しょうかいします。

I'd like to introduce a new friend.  
おもしろいおみやげですね。  
What an interesting present!

## 八 ...ちゃん

...ちゃん is another form of address like ...さん and ...くん. But unlike ...さん and ...くん, ...ちゃん is never attached to a surname, only to a personal name or nickname. It is used to address small children and is also used by relatives and friends to address older girls.

# がんばれ

## Writing ひらがな

So, by now you have impressed all of your family and friends with your fantastic Japanese writing. But, deep down, you know that you still have some way to go before you can be fully satisfied with your ひらがな. Sometimes you look at a funny shape you have produced and realise that you have used an incorrect stroke order. At other times you realise that things are out of balance because the length of the strokes is not quite right.

But don't despair! Of course you need to keep working on your ひらがな! After all, your beautiful English handwriting was not something you mastered in just one year. Actually, Japanese children keep special 'doriru' books to practise their writing in. That's not a bad idea, is it?

Whether you choose to do that or not, you will need to make improving your ひらがな one of the goals for your second level of Japanese study. In the end, you will know that you have acquired a really special skill.

# おめでとう!

You are now able to use your 日本語 to:

- introduce yourself
- ask where someone lives
- tell someone where you live
- find out what year level someone is in at school
- say what year level you are
- ask what someone does in their spare time
- ask and tell people where activities happen
- give and accept compliments



## 第二課 Maikuくんはどこ？



Puru-puru puru-puru puru...

もしもし。

もしもし、みねさんのおたくですか。

はい、そうです。

あ、おばさん、Amandaです。こんにちは。

ああ、Amandaさん、こんにちは。おげんきですか。

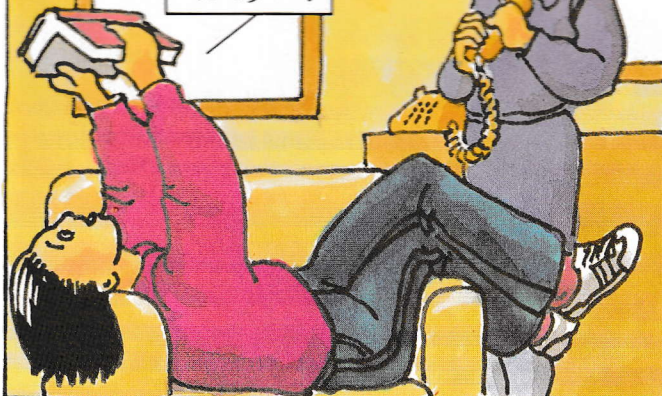
ええ、ありがとうございます。あのう、ゆうこさんか  
はなこさん  
おねがいします。



第二課  
●  
十四

はい、ちょっとまって...  
ゆうちゃん、でんわ!  
Amandaさんですよ。

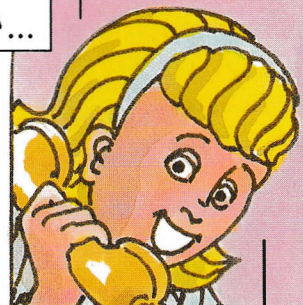
はあい!



もしもし...

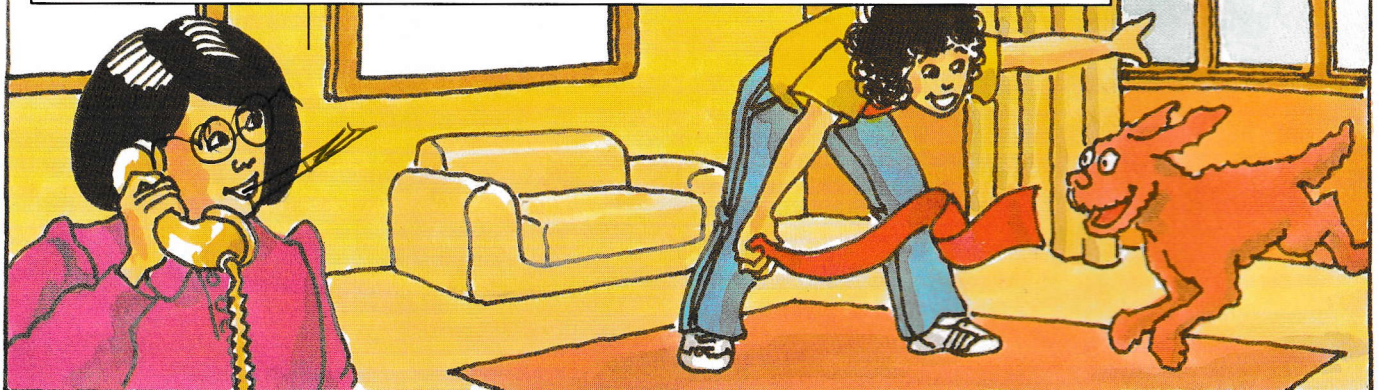
あ、ゆうこさん、いまなにを  
していましたか。

いやなしゅくだい...



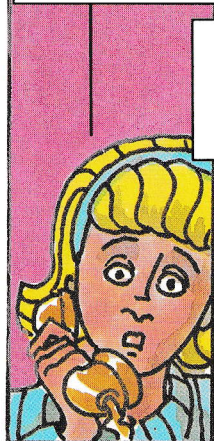
ねえ、うみにいきませんか。

ええ...そうですねえ...きょうはちょっと...いまはなちゃんは  
あたらしいともだちとあそんでいます。





えっ?  
あたらしい  
ともだち?  
だれですか。



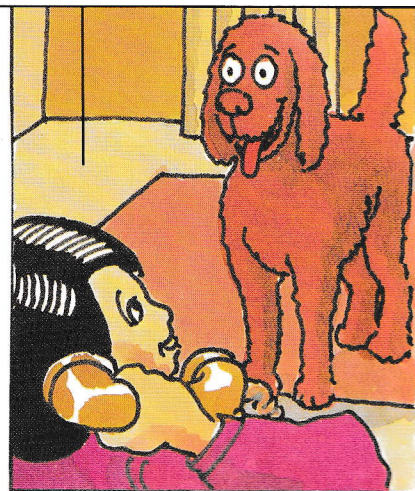
さあ?  
だれでしょうか。  
あててみて。



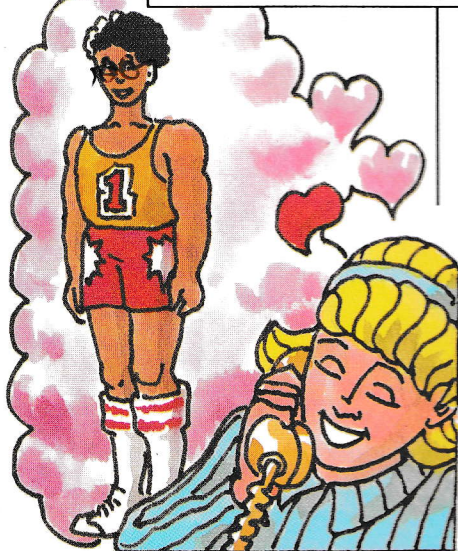
ええと...せが たかい ですか。



いいえ、そんなに  
たかくないです。でも、  
あしが ながい ですよ。



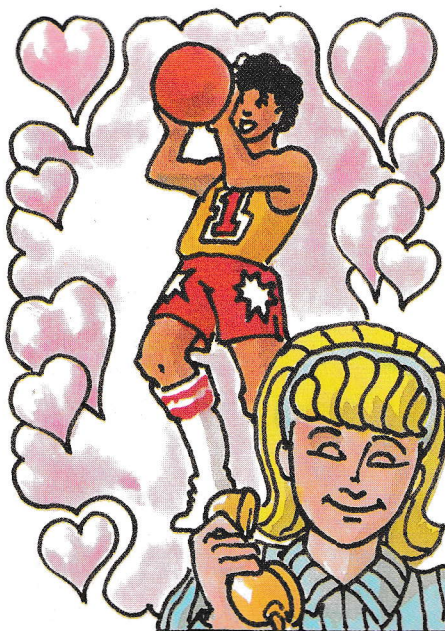
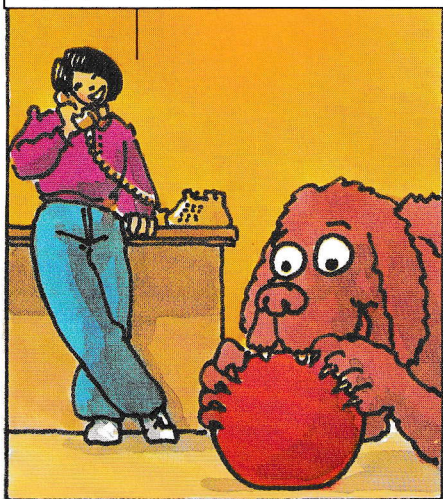
へええ! めが  
おおきい ですか。



ええ、おおきいです。  
そして、きれいです。  
みみも おおきいです。



ええ、とっても! とても  
すてき です。いま booru  
あそび を しています。



ねえ、Amandaさん、  
いま うちに  
きませんか。





ええ! すぐいきます!  
じゃあね。Bai bai。



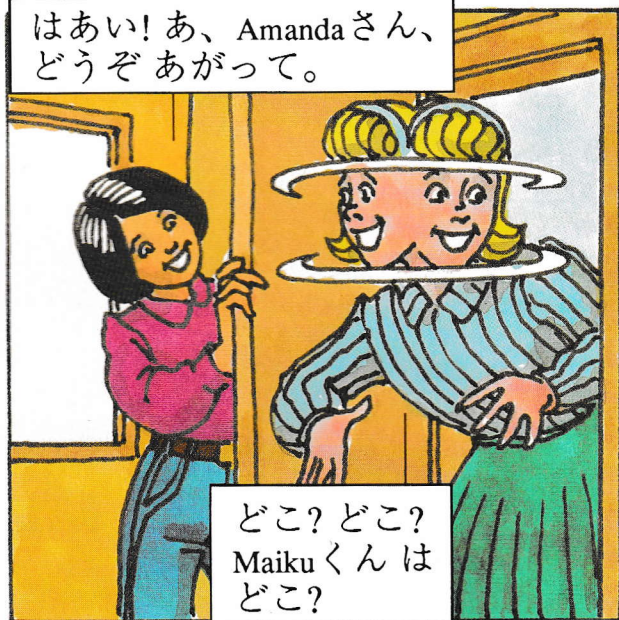
Bai bai。



Maikuくん、Maikuくん...



はあい! あ、Amandaさん、  
どうぞあがって。

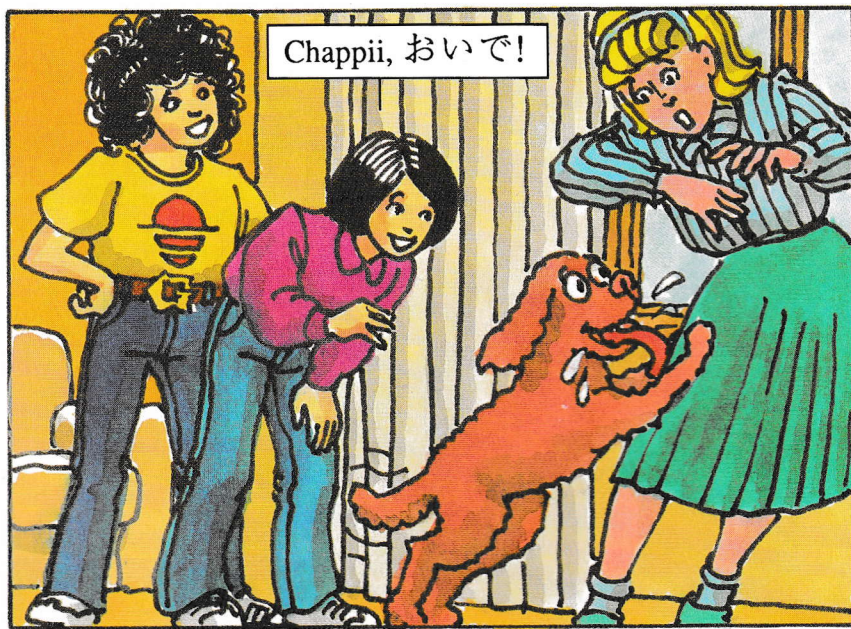


どこ? どこ?  
Maikuくんは  
どこ?

えっ? Maiku? このいぬの  
なまえは Chappii ですよ。

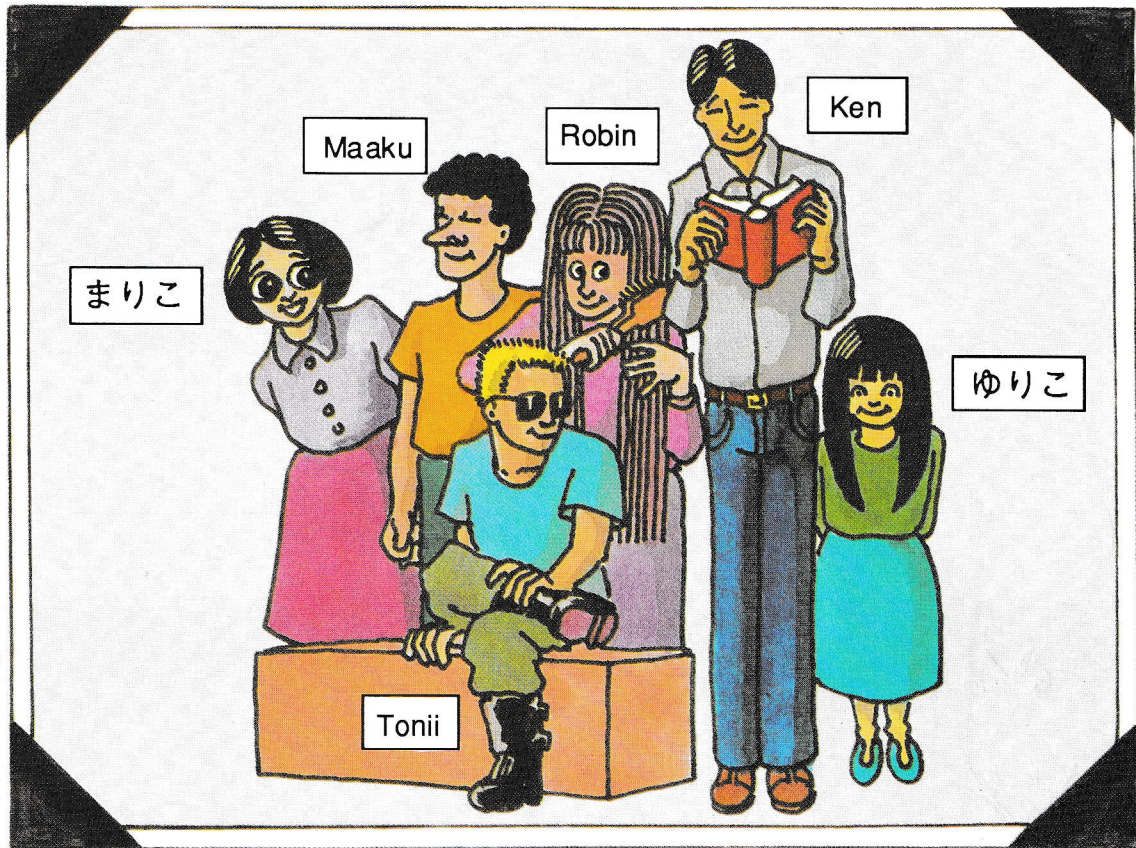


Chappii, おいで!





# い い ま し ょ う ー



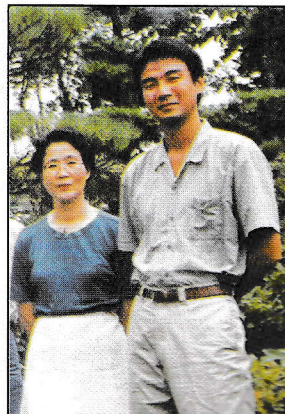
Using the example as a guide, comment on the people in the drawing.  
The expressions given in the box may be of use.

例:

- A** このひとはせがたかいですね。  
だれですか。  
**B** Kenくんです。

めがおおきい  
せがたかい  
せがひくい  
かみがながい  
かみがみじかい

おかあさんはせがひくい  
ですね。じゅんいちくんは  
せがたかいですね。





# い い ま し ょ う 二



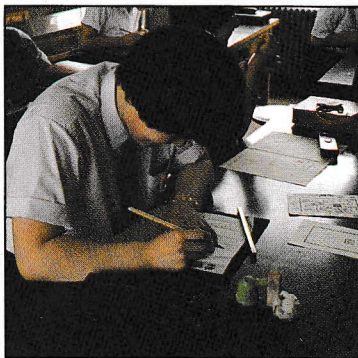
一 hansamu な ひと  
ゆうめい な ひと  
いや な ひと



二 きれいな ひと  
しずかな ひと  
ゆうめい な ひと

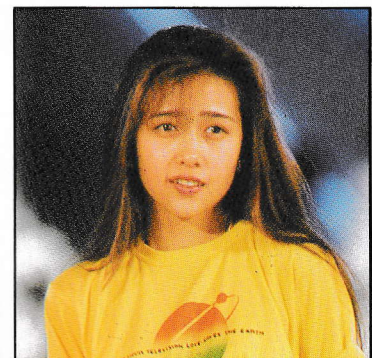


三 へんな ひと  
いや な ひと  
すてきな ひと



一

三

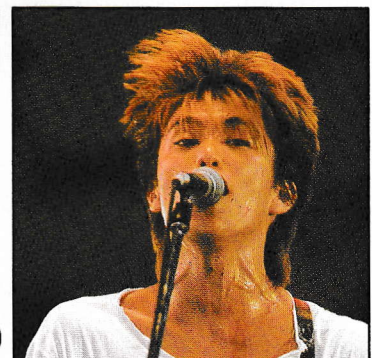


二



四

五



Using the examples as a guide, comment on the pictures.

例:

A hansamu な ひと です ね。  
B そう です ね。  
or  
そう ですか。

例:

A この ひと は hansamu です ね。  
B そう です ね。  
or  
そう ですか。



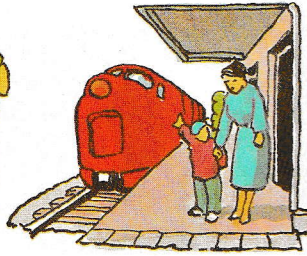
# いしましょう 三



かおを  
あらって  
います。



すうがくを  
べんきよう  
しています。



でんしゃを  
まって  
います。



本を  
よんで  
います。



まんがを  
かいて  
います。

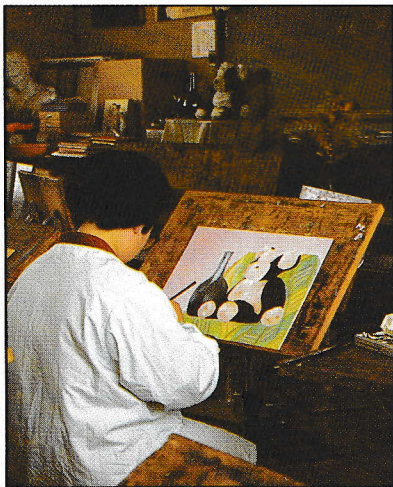
一



二



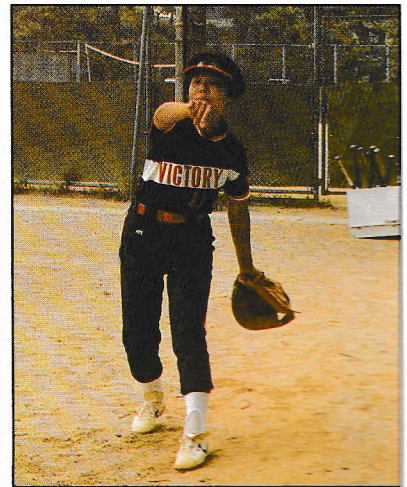
三



四



五



六

Look at the pictures and ask your partner what each person is doing.

例:



- A このひとはいまなにを(い)しますか。  
B かおをあらって(い)ます。



# いしましょう 四



Invite someone to share in these activities.  
They may accept or decline.

例:

A きょう じょうばに いきませんか。

B ええ、いいですね。

or

じょうばですか。じょうばは ちょっと...

You may suggest another activity.

例:

A きょう じょうばに いきませんか。

B じょうばですか。じょうばは ちょっと...

A じゃ、saikuringu は?

B ええ、いいですよ。

You may arrange a better time.

例:

A きょう じょうばに いきませんか。

B きょう は ちょっと...

A じゃ、あしたは?

B あしたですか。ええ、いいですよ。



# ともだちと

Make up a conversation with a partner.  
Decide who will be A and who will be B.

A [B]さん、  
[B]くん、 なにをしていますか。

B シャしんをみています。

A シャしんですか。みせてください。

B どうぞ。

A	あつ、ねこのシャしんですね。とても	へんな きれいな おもしろい	ねこですね。
---	-------------------	----------------------	--------

みみがながい めがおおきい あしがみじかい	ですね。このねこはなにをしていますか。
-----------------------------	---------------------

B	あ、Buronson は	terebi をみています。 CD をきいています。 booru あそびをしています。	terebi booru あそび おんがく	がだいすきです。
---	--------------	---	-----------------------------	----------

ねえ、	[A]さん、 [A]くん、	あした	あたらしい CD をききませんか。 basuketto booru をしませんか。 うみにいきませんか。 bideo をみませんか。
-----	------------------	-----	---

A あしたはちょっと...

B	じゃ、らいしゅうの	どうようび にちようび	は？
---	-----------	----------------	----

A	どうようび にちようび	ですか。いいですよ。
---	----------------	------------



# いってみましょう

Pururu-pururu...Ringing up



There are several ways of making telephone calls. Here are two patterns.

たけしくん is ringing the やまだ house to talk to his friend, たろうくん. Mr やまだ answers the phone.

- 1 やまださん: もしもし。  
たけし: もしもし。やまださんのおたくですか。  
やまださん: はい、そうです。  
たけし: たけしです。あのう、たろうくん おねがいします。  
やまださん: はい、ちょっとまってください。

- 2 たろう: もしもし。やまだです。  
たけし: ああ、たろうくん。たけしです。

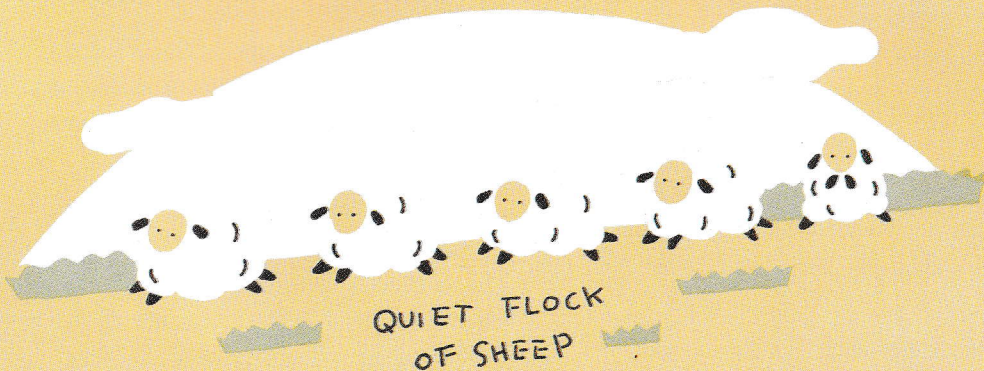
At the end of your call, you can say **じゃあね**, an informal way of saying 'goodbye' which should be used only with people you know well.

Now it's your turn. Ring up a friend. His or her mother answers the phone so you have to ask for your friend. Invite your friend to go somewhere or to participate in an activity with you. This friend is not keen on what you suggest so arrange to go somewhere else. Also, the time you suggest is inconvenient for your friend so try to arrange a time to suit you both. You will need to arrange where and at what time you will meet and then ring off.



# せいかつ

A letter from Simone.



みなさんへ、

おげんきですか。わたしはげんきです。

日本語で、てがみをかきます！

きのう、すてきなスコットくんと、ジョギングにいきました。

たのしかったです。スコットくんは、とてもハンサムなひとです。せが、たかくて、あたまが いいです。わたしも、

あたまが いいです。ハハハ！

スコットくんのいぬも、ジョギングについてきました。

いぬの名まえは、サシャです。サシャは、めが おおきい

です。スコットくんも、めが おおきいです。

いま、はるこちゃんは、まんがをみています。

はるこちゃんは、まんがが、たいすきです。としおくん

は、にわで、おとうさんと、ボールあそびをしています。

おかあさんは、えいごをべんきょうしています。

おかあさんは、べんきょうがすきです。へんなひとです。

はやく、てがみをかいてください。まっています。

バイバイ。

シモンより、

日曜日のごごのニじ。

P.S. このレター・ペーパーは、かわいいです。



へ	to
たかくて	tall and
ついて	follow
より	from



# 日本語 ノート

## 一 Describing yourself and others

In きもの 1, when you learnt to say who likes something, you said

はなこさんはおかしがすきです。  
Hanako likes sweets.

You can use this same pattern to describe how someone looks.

e.g. Teriiくんは **せがたかい** です。  
Terry is tall.  
Chappiiちゃんは **あしながい** です。  
Chappy has long legs.  
Damboは **みみがおおきい** です。  
Dumbo has big ears.

This pattern is also used to describe how intelligent someone is.

e.g. Amandaさんは **あたまが いい** です。  
Amanda is clever.

## 二 More about describing

You know lots of good words to describe things.

e.g. つまらない      むずかしい  
      ちいさい        あたらしい

All of these adjectives end with い, so we call them **い adjectives**. There is another group of adjectives that doesn't end in い (e.g. いや, しずか) — these are called **な adjectives** because when they are followed directly by a noun, な has to be included.

e.g. いやな しゃしん ですね。  
What a horrible photo!

If you are not using a noun directly after the adjective, then な is not used.

e.g. この しゃしん は いや ですね。  
This photo is horrible, isn't it?

There are some exceptions to the rule about い adjectives: even though きれい and ゆうめい end in い, they are な adjectives. You must put な after them when a noun follows directly.

e.g. きれいな きもの ですね。  
Isn't that a pretty kimono.

ゆうめいな みせで かいしました。  
She bought it at a famous shop.

## 三 Agreeing and disagreeing

Note that when you say そう ですね, you are agreeing with your friend's comment. If you don't really agree, you can say そう ですか with a rising tone.

## 四 Inviting people out

When you want to invite people to do things or go to places, you use the **...ませんか** ending on verbs. In 日本語 you are really asking 'Won't you ...?' Of course, in English we usually say 'Would you like to...'

e.g. きょう かいもの に いきませんか。  
Would you like to go shopping today?

If you really enjoy shopping, you'd accept the invitation by saying,

ええ、いい ですね。  
Yeah, that'd be good.

If you are not that keen on shopping, you could say,

かいもの ですか。かいものは  
ちょっと...  
Shopping? I don't really like shopping...

and when your friend suggests something better, you can then accept by saying,

ええ、いい ですよ。  
Yes, that sounds good.

If you'd like to go, but can't go today, you say,

きょう は ちょっと...  
Today is not very good for me...

You can then work out a more suitable time. Note that sometimes a question repeating the activity or time is used.

e.g. A あした じょうば に  
      いきませんか。  
      B じょうば ですか。じょうば は  
      ちょっと...

This is to confirm what you heard, or you may use it just to give you some extra time to think.



## 五 て form of verbs

You have already met many examples of verbs in て form.

e.g. かして、すわって、きいて

Think of て as a base form of the verb. When you add words to the base form you get other meanings. If you add ください, it becomes a request.

e.g. けし gomu を かして ください。  
ここにきてください。

If you add います to the て form, it tells you what someone is doing now.

e.g. たけしくんはいまなにをして  
いますか。

What is Takeshi doing?

Terebi を みています。

He's watching TV.

When you hear Japanese people speaking, you'll hear that they shorten ています to てます。

e.g. 日本語をべんきょうして  
(い)ます。

I'm studying Japanese.

本をよんで(い)ます。

He's reading a book.

Because て form is a base form, you need to know how to form it. This chart of verbs, which you already know, shows that how you form the て base form depends on what kind of verb you are dealing with and what comes before ます。

You will notice that a couple of groups end in で instead of て but we still call this the て form. The て form is a complex form and you probably will find it difficult at first. But, like most things in 日本語, it looks harder than it really is!

一ます form	て form
WEAK	
あけます しめます たべます みせます みます	あけて しめて たべて みせて みて
STRONG	
すわります	すわって
あいます あらいます いいます かいます	あって あらって いって かって
たちます まちます	たって まって
かきます ききます ひきます	かいて きいて ひいて
あそびます	あそんで
のみます よみます	のんで よんで
かします	かして
IRREGULAR	
いきます きます します	いって きて して

## おめでとう!

You are now able to use your 日本語 to:

- describe people and things
- invite friends out
- accept and decline an invitation
- say what people are doing at this moment
- get a friend to the phone when you ring



# 単語 (たんご)

## New words

### い adjectives

たかい	—	high, expensive
ながい	—	long
ひくい	—	low
みじかい	—	short

## Expressions

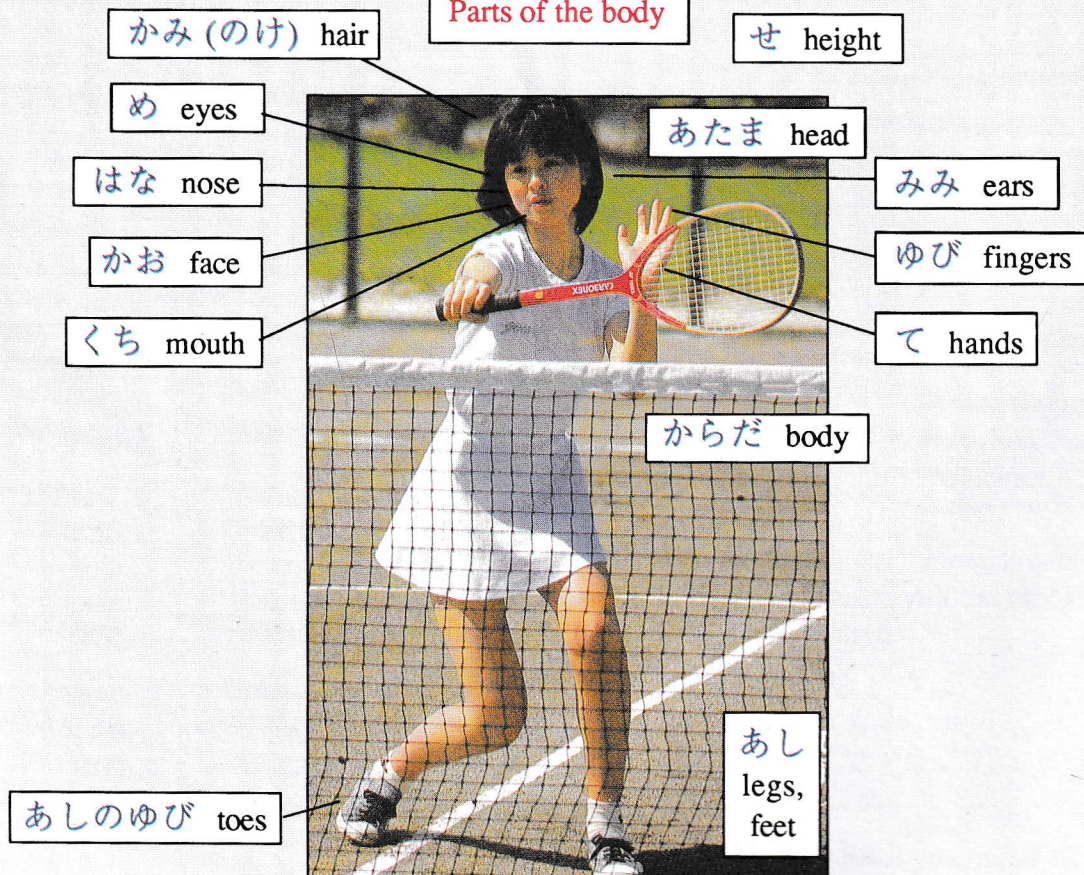
あててみて	—	have a guess
ありがとうございます	—	thank you very much
おいで	—	come here (calling a dog)
おねがいします	—	may I have...?
そんなに (たかくない)	—	not that (tall)
だれでしょうか	—	who do you think?

### な adjectives

いや	—	horrible, terrible
きれい	—	pretty, clean
しずか	—	quiet
すてき	—	nice, wonderful
hansamu	—	good-looking, handsome
へん	—	strange
ゆうめい	—	famous

え	—	picture, painting
おたく	—	your house
か	—	or
かきます	—	write, draw
このひと	—	this person, he/she
しゃしん	—	photograph
しんぶん	—	newspaper
とても	—	very
とっても	—	very!
べんきょうします	—	study
ひと	—	person
booru あそび	—	playing with a ball

## Parts of the body





# カタカナ

As you know, ordinary written Japanese uses a mixture of *hiragana*, *kanji* and *katakana*.

*Katakana* is used mainly for words and names borrowed from other languages. Since most *katakana* words are derived from English, they are easy to understand, e.g. *tenisu* (テニス), *basu* (バス), *hotto doggu* (ホット ドッグ). However, there are many borrowed words which have been shortened or changed so that they no longer seem like English words, e.g. *famikon* (ファミコン).

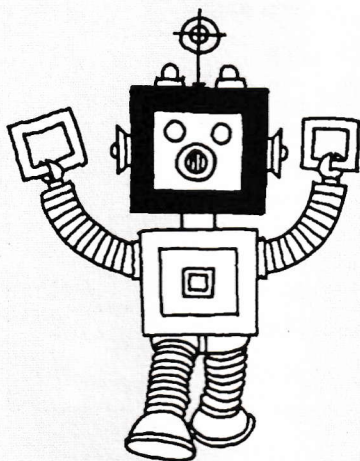
*Katakana* is used for some Japanese words. These include noise words (e.g. *wan* ワン ワン for a dog's bark), baby talk, slang, technical words, company names and nicknames. *Katakana* is also sometimes used in the same way as we use *italics*, to make something stand out visually. Below is the *katakana* chart.

	A	I	U	E	O
	ア	イ	ウ	エ	オ
K	カ	キ	ク	ケ	コ
G	ガ	ギ	グ	ゲ	ゴ
S	サ	シ	ス	セ	ソ
Z	ザ	ジ	ズ	ゼ	ゾ
T	タ	チ	ツ	テ	ト
D	ダ	(ヂ) <sup>(n)</sup>	(ヅ) <sup>(zu)</sup>	デ	ド
N	ナ	ニ	ヌ	ネ	ノ
H	ハ	ヒ	フ	ヘ	ホ
B	バ	ビ	ブ	ベ	ボ
P	パ	ピ	プ	ペ	ポ
M	マ	ミ	ム	メ	モ
Y	ヤ		ユ		ヨ
R	ラ	リ	ル	レ	ロ
W	ワ				ヲ <sup>(o)</sup>
N	ン <sup>(n)</sup>				



Look closely at the カタカナ chart. The most obvious difference between カタカナ and ひらがな is that the カタカナ letters have sharp angles and straighter lines. Although this makes the letters easier to write, it does not lessen the task of learning them all! You probably had some good ways for learning ひらがな. You can use many of these to help you remember カタカナ. Here are some further hints:

- There are several カタカナ that look like their ひらがな equivalent, e.g. カ (か), キ (き) and ヘ (へ). ニ look like かんじ 二.
- As you did with ひらがな, see if you can see a picture in each letter that will help you remember the sound. Can you see ro (口), for robotto (ロボット) in the illustration below?



- There are some groups of similar-looking カタカナ, e.g. ツ tsu, ソ so, ノ no. One way to remember these is to make up some reminders. For example, you could say that tsu (ツ) has tsu (two) small strokes, no (ノ) has no small strokes and so (ソ) is the sole letter with one stroke.

Unfortunately there are no short-cuts to learning カタカナ. As you discovered when you learnt ひらがな, what is really necessary is some hard work! However, once you have learnt to read カタカナ you will be able to expand your vocabulary very quickly as most カタカナ words are easy to remember. Many signs and menus in Japan are written in カタカナ and when you visit Japan, you'll be surprised at how much you can read.

## Writing カタカナ

You will be doing lots of writing practice in your *Workbook* but first let's look at the similarities and differences between spelling rules in カタカナ and in ひらがな.

### Little tsu ツ

Just as in ひらがな when little つ is used to double the sound of the consonant that follows (e.g. すわって), little ツ in カタカナ does the same.

e.g. ペット petto  
キッス kissu  
トラック torakku

### Little ya ヤ, yu ユ, yo ヨ

Little ヤ, ヨ, ユ combine in the same way as they did in ひらがな to make a new sound.

	ヤ	ユ	ヨ
キ	キャ	キュ	キヨ
ギ	ギャ	ギユ	ギヨ
シ	シャ	シュ	シヨ
ジ	ジャ	ジュ	ジヨ
チ	チャ	チュ	チヨ
ニ	ニャ	ニユ	ニヨ
ヒ	ヒャ	ヒュ	ヒヨ
ビ	ビャ	ビュ	ビヨ
ピ	ピャ	ピュ	ピヨ
ミ	ミャ	ミユ	ミヨ
リ	リャ	リュ	リヨ

Examples of words using these sounds are:

T シャツ T-shatsu  
ジュニア junia  
ジョギング joggingu



### Making double vowel sounds

In ひらがな, as you know, there are two ways of making double vowel sounds. One is to repeat the vowel as in おかあさん and おにいさん and おねえさん. The other rule is for double お sounds when the double お is written with う as in おとうさん and おはよう.

When writing in カタカナ, this double vowel sound is written as a bar.

e.g. スポーツ supootsu  
ギター gitaa  
ニュース nyuusu  
ケーキ keeki

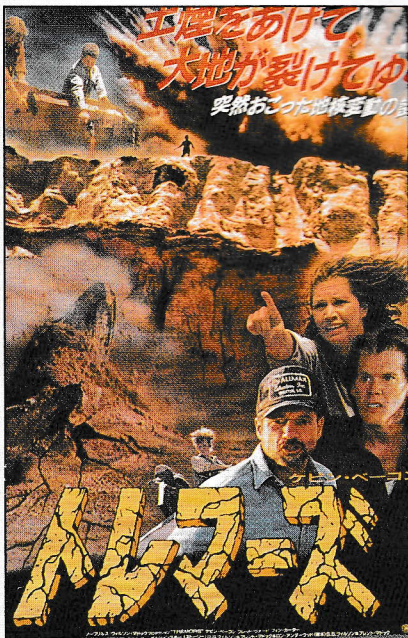
When writing vertically, the bar becomes vertical too.

e.g. ス ポー ツ      ギ ター      ニ ュー ス      ケー キ

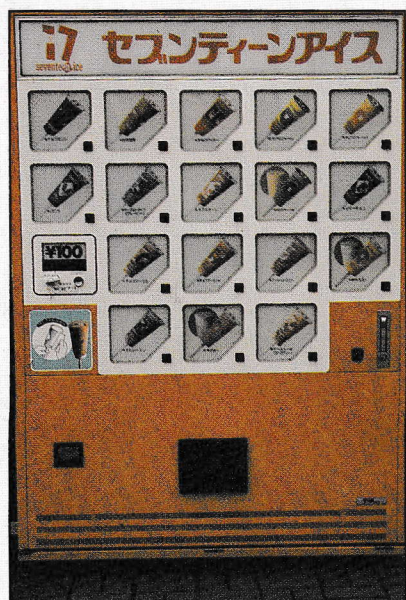
### Making new sounds

There are some sound combinations that have been created just to write foreign words. Sounds like *fa*, *fi*, *che*, *di* are sounds that do not exist in Japanese words. These new sounds are written using little ア, イ, エ, オ and ュ. (See below.)

ア	クア kwa	グア gwa				ツア tsa			ファ fa
イ							ティ ti	ディ di	フィ fi
エ			シェ she	ジェ je	チェ che	ツエ tse			フェ fe
オ	クオ kwo					ツオ tso			フォ fo
ユ								デュ dyu	







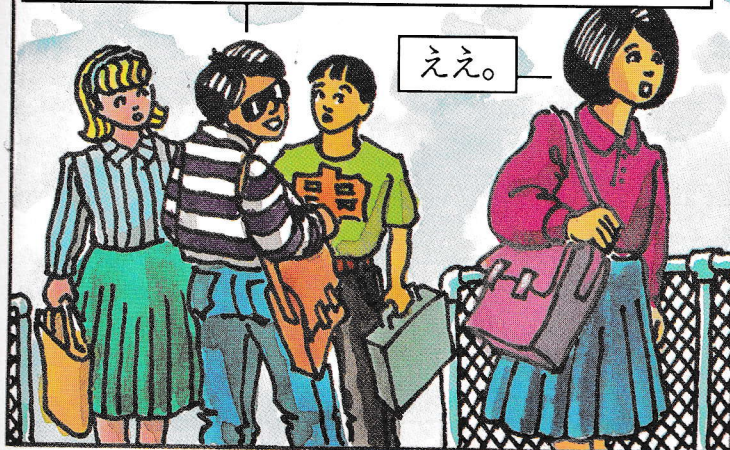


# 第三課 . へん じゃない ですよ。

げつようび

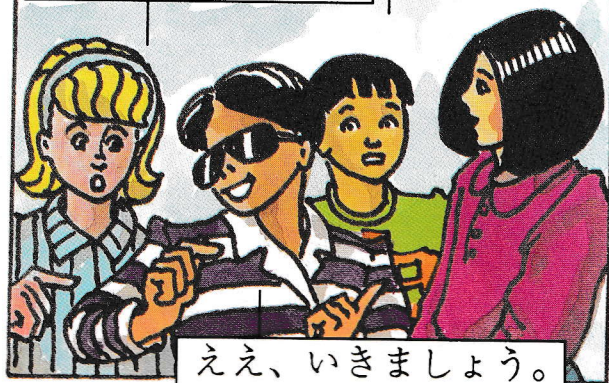
ゆうこさん、もううちにかえりますか。

ええ。



あっ... はなこさんはびょうき ですね。

ねえ、おみまいに  
いきませんか。



ええ、いきましょう。

いいですか。



ええ、どうぞ  
きてください。

ただいま。

おかえり なさい。  
あら、みなさん...



おじゃま します。

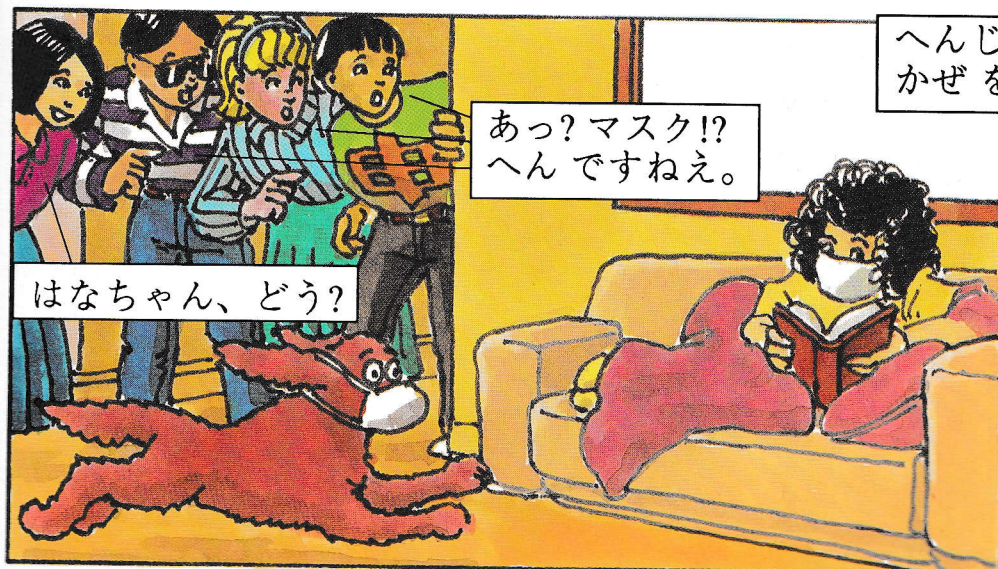
どうぞ。  
どうぞ。



へん じゃない ですよ。いま  
かぜを ひいて います。

あっ? マスク!?  
へん ですねえ。

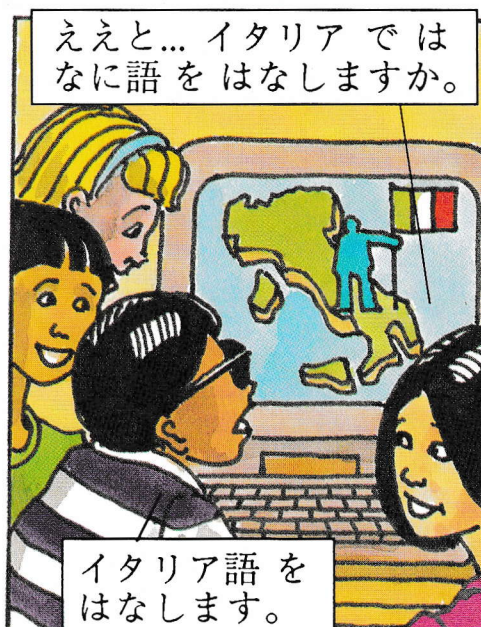
はなちゃん、どう?





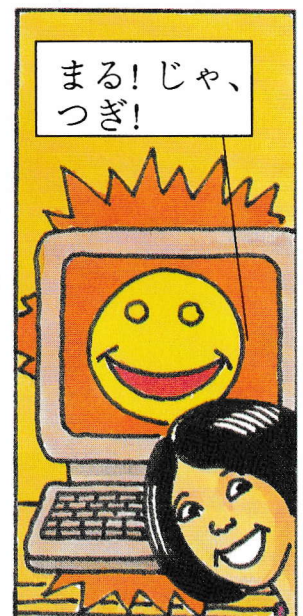


みんな! あたらしい  
ファミコンゲームを  
しませんか。さあ、  
ホセくん、ここに  
すわって...



ええと... イタリアでは  
なに語をはなしますか。

イタリア語を  
はなします。



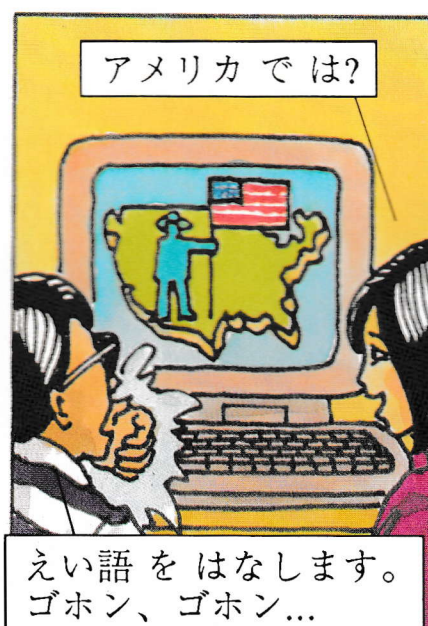
まる! じゃ、  
つぎ!



ジヤングくん、  
フランスでは  
なに語を  
はなしますか。

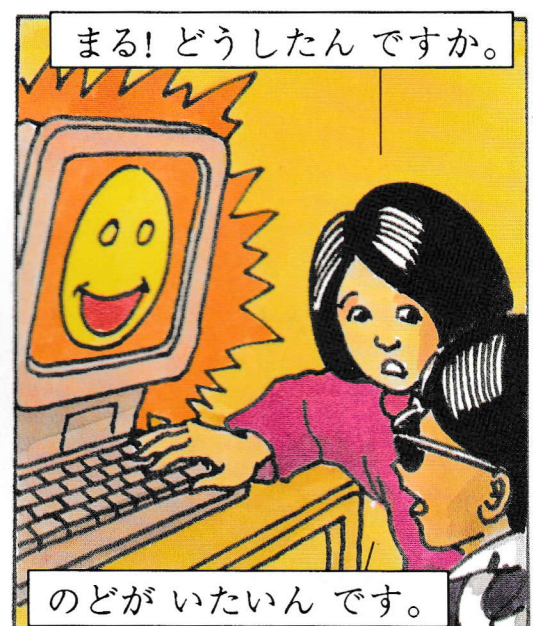
フランス語を  
はなします。

まる!



アメリカでは?

えい語をはなします。  
ゴホン、ゴホン...



まる! どうしたんですか。

のどがいたいんです。



すみません、ぼく... うち  
にかえります。おじゃましました。

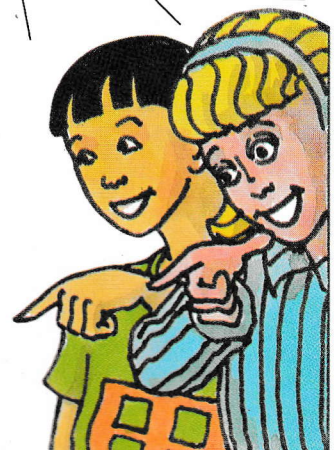
じゃ つぎ... アマンドさん...



カナダでなに語  
をはなしますか。

えい語。

フランス語。





はい、そうです。よく  
できました。まる! あら?  
アマンダさん、どうしたん  
ですか。

じゃ、ジアングくん、  
メキシコ...

だめ! ばつ!  
メキシコ人は  
スペイン語を  
はなします。  
ジアングくん  
はだめ!  
じゃつぎ!

あたまがいたいんです。わたし...  
うちにかえります。

メキシコ語...

はなちゃん、ここにきて。

だめですよ。わたしは  
かぜをひいています。

つぎはぼく...

かようび

あら... みなさん... しずか  
ですね。どうしたんですか。

かぜをひいています!

すいようび

せんせい、どうしたん  
ですか。しずかですね。



# いいましょう —



Using the pictures as a guide, talk about what is wrong with you.

例:

- |   |             |
|---|-------------|
| A | どうしたんですか。   |
| B | おなかがいたいんです。 |



# いいましょう 二



Using the example as a guide, talk about where the scouts and guides are from.

例:

- A ひでおくんはどこからきましたか。  
B 日本からきました。

Using the example as a guide, talk about what language (or languages) the scouts and guides speak.

例:

- A ひでおくんはなに語をはなしますか。  
B 日本語とえい語をはなします。

Using the example as a guide, talk about the nationalities of the scouts and guides.

例:

- A ひでおくんはちゅうごく人ですか。  
B いいえ、日本人です。



# いいましょう 三

おいしい  
ですね。



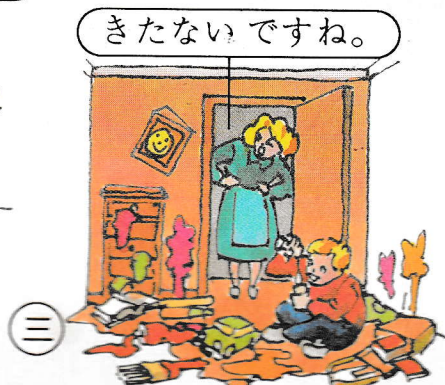
いいえ、おいしくない  
です。

おもしろい  
ですね。



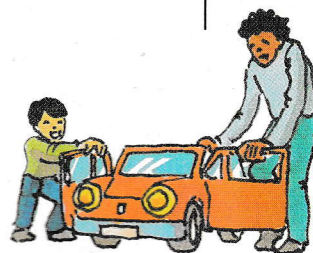
一

きたない  
ですね。



三

ちいさい  
ですね。



五

むずかしい  
ですね。



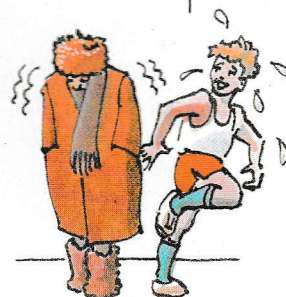
二

おいしい  
ですね。



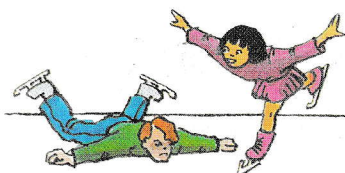
四

あつい  
ですね。



六

Listen to the example below, look at the pictures and respond with what you imagine the other person is saying.



例:

A おもしろい  
ですね。

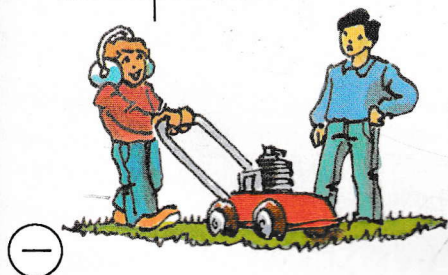
B いいえ、おもしろくない  
です。



しずかですね。



しずかですね。



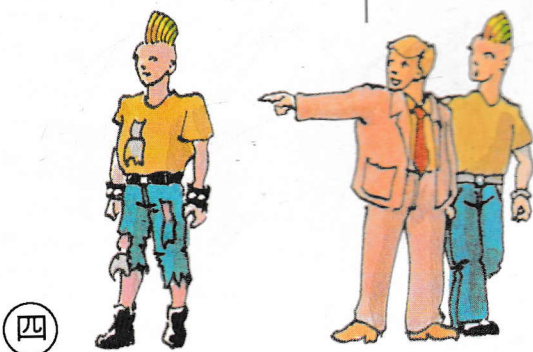
いやですね。



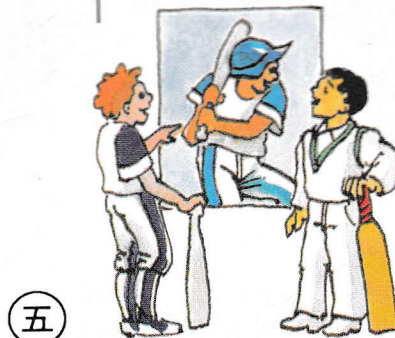
きれいですね。



へんですね。



ゆうめいですね。



Listen to the example below, look at the pictures and respond with what you imagine the other person is saying.

例:

- A しずかですね。  
B いいえ、しずか じゃないです。





# てんき



	fine	はれ <u>でしょう</u>	it will be fine
	cloudy	くもり <u>でしょう</u>	it will be cloudy
	rain	あめ <u>でしょう</u>	it will rain
	snow	ゆき <u>でしょう</u>	it will snow
	fine/cloudy	はれ <u>のち</u> くもり <u>でしょう</u>	it will be fine; cloudy later
	cloudy/rain	くもり <u>のち</u> あめ <u>でしょう</u>	it will be cloudy; rain later
	rain/fine	あめ <u>のち</u> はれ <u>でしょう</u>	it will rain; fine later
	snow/fine	ゆき <u>のち</u> はれ <u>でしょう</u>	it will snow; fine later

Talk about the weather today and tomorrow in the city of your choice.



- A どうきょうのてんきは どうですか。  
 B はれです。  
 A 何どですか。  
 B 5どです。  
 A あしたは どう でしょうか。  
 B あめ でしょう。

てんき — weather    でしょう — it will be    のち — later    ど — degrees



# ともだちと

Make up a conversation with a partner.  
Decide who will be A and who will be B.

がっこうで

A	[B]さん、 [B]くん、	ひろしくん ミシェルさん マリオくん アンさん	は	らいしゅう	日本 フランス イタリア イギリス	にかえりますね。
---	------------------	----------------------------------	---	-------	----------------------------	----------

きょう あした どうぶに	おみやげを かいましょうか。
--------------------	----------------

B ええ、そう しましょう。

デパートで

B	あつ、この	おんがく ビデオ とけい 本	を	きいて みて	ください。	おもしろい いい きれい すてき	ですね。
---	-------	-------------------------	---	-----------	-------	---------------------------	------

A	えっ? そう ですか。	おもしろくない よくない きれいじゃない すてきじゃない	ですよ。
---	-------------	---------------------------------------	------

とても	うるさい へんな つまらない	おんがく ビデオ とけい 本	です。これは どう ですか。
-----	----------------------	-------------------------	----------------

B	それは ちょっと....	ひろしくん ミシェルさん マリオくん アンさん	は	ファミコンを しますか。 まんがを よみますか。 えをかきますか。 テニス を しますか。
---	--------------	----------------------------------	---	--

A	ええ、	します。 よみます。 かきます。
---	-----	------------------------





B	じゃ、 ファミコンゲーム まんが かみとクレヨン テニスの本	をかいましょうか。
---	--	-----------

A あ、それはいいですね。

## いってみましょう

いいえ...

You have a friend who is great company but is really lazy. No matter what you suggest doing, this friend always has an excuse for not going along with you.

You have to come up with as many suggestions or invitations as possible about where to go and what to do. Try to persuade your friend by telling him or her that it will be fun or easy. Your classmate, who is role-playing your friend, has to think up as many excuses as possible for not going to these places or for not doing these things.

Here are some examples to get you going.

Suggestion/invitation	Excuse
サイクリングにいきませんか。 ハンバーガーを食べましょうか。 サッカーをしましょうか。 ボールあそびをしませんか。	サイクリングはちょっと... ハンバーガーはあんまり... あしがいたいんです。 ボールあそびは おもしろくないです。

You know you have won the day when your friend runs out of excuses.

ローラー スケート を しませんか。





# 日本語 ノート

## 一 It hurts...!

The Japanese word for *ouch!* or *it hurts!* is *いたい*. When you want to explain what part of your body is sore, you use the following expression:

...が いたいんです。

So, if a headache is the reason you can't do the test scheduled for today, you'd look pained and say,

あたま が いたいんです。

If you have a sore throat, you can suffer in silence or say,

のど が いたいんです。

To find out what the matter with someone is, you ask,

どうしたんですか。

## 二 Coming and going

When you invite someone to come to your house, you use the verb *きます* (come), but when they accept, they use *いきます* (go).

e.g. ようこそさん、ぼくのうちに  
きませんか。

Yoko, will you come to my place?

ええ、いきます。

Yes, I'll come.

You could say that *ええ、いきます* means *Yes, I'll go (to your house)*.

*いきます* is always used when you go somewhere else. When you talk about someone coming to where you are, you must use *きます*.

Another use of *きます* is found in the expression *どこからきましたか*. This means *Where do you come from?* and is used to ask someone's country of birth.

## 三 Returning home

When you ask someone when they are going home, you use the verb *かえります* (go home, return).

e.g. いつうちにかえりますか。

When are you going home?

If someone is going back to their country, they will also use *かえります*. Someone who lives in *アメリカ* might tell you,

らいげつ アメリカにかえります。

I'm going back to America next month.

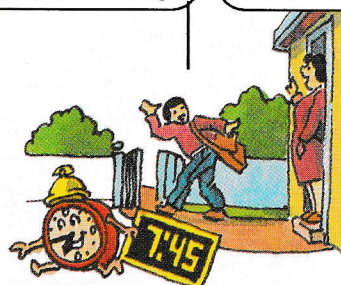
## 四 Some more set expressions

By now, you've probably realized that Japanese has many set expressions that you are required to use in given situations. When you are a visitor to a friend's house, you say *おじゃまします* as you enter. When you leave, you say *おじゃましました*. While this expression means *I'm in your way*, you can think of it as meaning *Thank you for having me*.

There are also expressions and responses that are used when people leave their own house and when they arrive back home. You probably remember these from *きもの 1*.

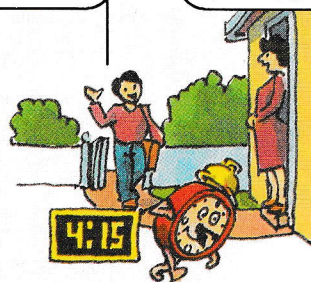
いってきます。

いってらっしゃい。



ただいま。

おかえりなさい。



## 五 It's not difficult! It's not strange!

You already know that when you want to say that something is difficult, you say *むずかしい* です. If you want to say that it is not difficult, you say *むずかしくない* です.



Another example is,

おおきい ですね。  
おおきくない です。

It's big, isn't it?  
It isn't big.

The only exception to this pattern for い adjectives is いい, which doesn't have a negative form. Fortunately there is another word, よい, which means *good* or *nice* and it does have a negative form, よくない. So, you might hear people disagreeing by saying,

いい ですね。

That's good, isn't it?

よくない です。

It's not good.

If you want to say that something (or someone) is strange, you say へん です. If you want to say that it is not strange, you say,

へんじゃない です。

Another example is,

きれい ですね。

It's pretty, isn't it?

きれい じゃない です。

It's not pretty.

There are no exceptions to this pattern for な adjectives.

## 単語 (たんご)

Country	Nationality -人	Language -語
 日本	日本人	日本語
 ちゅうごく	ちゅうごく人	ちゅうごく語
 アメリカ	アメリカ人	えい語
 イギリス	イギリス人	えい語
 イタリア	イタリア人	イタリア語
 インドネシア	インドネシア人	インドネシア語
 オーストラリア	オーストラリア人	えい語
 カナダ	カナダ人	えい語、フランス語
 ニュージーランド	ニュージーランド人	えい語
 ドイツ	ドイツ人	ドイツ語
 フランス	フランス人	フランス語
 メキシコ	メキシコ人	スペイン語



① おはなしをきいてこたえなさい。  
あした、なにが、ありますか。  
六月のたんごよみ

② まことくんはどこにおつかいにいくようにたのまれましたか。

③ まことくんは、なにを、かりてくれば、いいのですか。  
かならずとくぎ五本

④ まことくんが、たくりかえしたのは、なに、つけなさに、〇を、つけなさい。  
(よくきこえな) ききかえす

⑤ 図工室の、石川先ことを、たのまれました。

※問題文は影印用紙に写す。

Imagine that you have received this piece of corrected work back from your teacher. You might be anxious about the red circles called **まる**. Perhaps you would be reassured by the 100 and the teacher's comment of **よくできました** *Well done!* In Japan, **まる** represents correct work like a tick, whereas **ばつ** means wrong or incorrect. **ばつ** is written as X.

### New words and expressions

- かえります — return, go home
- はなします — speak
- もう — already

### おみまい Visiting someone who is sick

どうですか。  
How are you feeling?

びょうきです。 I am sick.

いいですか。 May I?

ええ、どうぞ。

のどがいたいんです。  
I've got a sore throat.

おなかが  
いたいんです。  
I've got a  
sore stomach.

ゴホン、ゴホン。  
Cough, cough.

かぜをひいて  
います。  
I've got a cold.



マスクをしています。



# せいかつ



Meet ゆきこ and えつこ, two young office ladies with the Mitsubishi Bank in とうきょう. They both started working there at the beginning of last year and have become very good friends. Now they are nearing the end of their second year with the bank, and most of their lunchtime conversations are about one thing: their annual holidays. They plan to take them in just over a month's time.

ゆきこ and えつこ were still at university when Japanese workers only got two weeks' annual leave. Now nearly everyone gets three weeks and more and more young people plan to 'go away' for most of that time.

Fortunately, they earn very good wages and most young people like ゆきこ and えつこ find it fairly easy to save. Both of them still live at home so they don't have to worry about big living expenses like food and rent. えつこ was thinking of buying a car, but, as ゆきこ pointed out, she has nowhere at home to keep it and the traffic in and around the city makes driving far too difficult. So, all they have to spend their money on is clothes — expensive clothes, mind you, and always with designer labels. And ゆきこ, especially, spends quite a bit on music. She has the latest pop CDs from all over the world. But that still leaves quite a bit to spend on their holidays, and the Japanese government really encourages people to spend some of their savings.

So where to this year? Well, both of them have already been to Europe. えつこ was given a trip to London, Paris and Rome as a graduation present at the end of her university course. ゆきこ went there at the end of her first year with the bank. It was a group holiday organised by the bank, and she still has sixty-two group photos to prove it. And えつこ still has the perfume in the Eiffel Tower bottle that her friend brought back as おみやげ. So when they look at the Europe brochures and schedules, it's more a case of nostalgia than practical planning.

What about somewhere exotic, like Australia? And Hawaii looks かわいい. But every time えつこ suggests one of these places, ゆきこ tries to change the subject. Eventually she admits that she is reserving one of them for her honeymoon.

## ハワイアン ウェディング



## オーストラリア ウェディング



シドニー



ゴールド コースト



What they need now is something new and exciting, a new experience. After all, they seem to lead highly organized lives. Even their leisure time seems full of discipline. ゆきこ has been going to tea ceremony classes for about 18 months now, and progress seems so slow. She enjoys it, but sometimes she feels she will never really master it. えつこ feels much the same way about her flower arranging class.





And so they reach a decision. They will go on one of the holiday packages in Japan offering to teach

them a new skill in just a few days. So, what will it be? Horse riding? Tennis? Scuba diving?

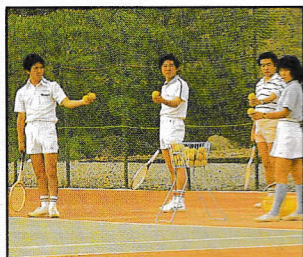
ゆきこ doesn't mind which one it is, as long as it has おんせん. おんせん are hot springs and the natural hot water is piped into big baths. At the resort hotels おんせん baths often overlook the sea or a valley. Some are outdoors and ゆきこ went to one in winter where she soaked in an outdoor hot pool surrounded by snow. As ゆきこ says, a relaxing おんせん could be just what is needed after a day on horseback.

## スクーバダイビング









イントロダクトリースペシャル			
日何		プレイ	ホテル
1	ANA  ホテル 	フリータイム	オーシャン ビューホテル
2	ダイビング・フリータイム	午前 a.m.: スクーバ・ダイビング1日1 ダイブ (タンク1本) 午後 p.m.: オブショナル・ダイビング	オーシャン ビューホテル
3	ホテル  ANA 	フリータイム	

## テニススクール



アスレジャークラブ

-  レンタルテニス
  おんせん
  ゴルフ  
 レンタルサイクル
  レジャーランド
  プール

スケジュール		
1	JR - 11.30  13.00 - 17.00 20.00 - 21.00	ウエルカム ドリンク (コーヒー or ティー) レッスン VTR による ミーティング
2	9.00 - 12.00 13.00 - 17.00 19.00 - 21.00	レッスン レッスン パーティー
3	9.30 - 12.00 14.00 - 16.00 17.00	レッスン フリータイム JR 

## 乗馬スクール



ラングラー ランチ

マスター3 Days ・ スケジュール		
1	11.00 13.00 15.00	チェックイン 乗馬レッスン フリータイム (バターゴルフ を どうぞ)
2	10.00 11.00 14.30 16.00	ミーティング 乗馬レッスン 乗馬レッスン フリータイム (サウナ を どうぞ)
3	10.00 12.00	乗馬レッスン チェックアウト



# がんばれ

## Learning the words

One thing that should be clear to you by now is that attending classes is only part of what is required of you as a language learner. Just being 'there' is not enough! No matter how many lively activities you take part in, you still need to find some quiet learning times of your own so that you can master the new words and expressions that you are meeting. You sometimes hear people complain that they learn the たんご but forget everything the next day. That's because they don't know these helpful hints for vocabulary learning.

1 For every word that you are learning, make up a personal memory system that ensures that you won't forget it. The best way is to use sound and image association. Take the word **きたない**, for example. Don't just read it, say it out loud, and say it 'dirty'. That **-ない** ending on the word makes it easy to say it with a filthy, grimy feeling. Think 'dirty' while you say it: piles of greasy dishes or muddy sneakers on white carpet. The word **きれい**, on the other hand, is just right for saying in a light, 'pretty' way. You will never forget **しずか** if you concentrate on the first sound as you say it.

These memory aids may sound silly, but that's the whole point. The sillier your personal system is, the more likely it is that you will remember the words.

2 Don't just run your eye up and down the word lists a couple of times. Get busy with a pen and paper. Write words down (this will help your ひらがな writing too), especially the ones that you keep getting wrong. Test yourself by covering first one side of the たんご, then the other.

3 Divide and conquer. Set yourself realistic targets. Don't attempt to learn a whole page at a time, but take advantage of the fact that your **きもの** word lists are divided into convenient, manageable sections.

4 It takes two to たんご. Get someone else involved in your vocabulary learning. Ask a family member to 'hear' you. They probably won't know if you are wrong or right, but you will, and that's the most important thing. You can arrange to have a たんご partner at school — agree to test each other regularly.

Whatever method you choose, remember it's up to you. You can't just expect to absorb all the Japanese you need to know just by being there.

# おめでとう

You are now able to use your 日本語 to:

- find out what is wrong with someone
- describe your aches and pains
- describe things and people
- talk about people's nationalities and what language they speak
- be a polite visitor
- read lots of country names in カタカナ
- talk about the weather



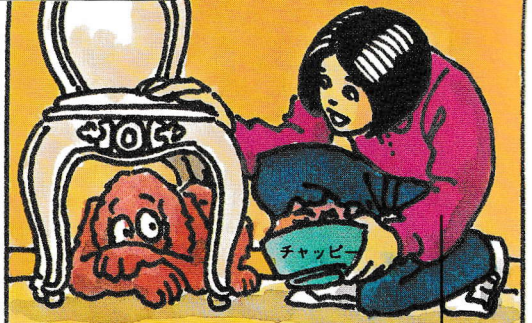
## 第四課 ・ チャッピー! こら!

チャッピーちゃん、さんぽにいきましょう。あら? どうしたんですか。



ゆうちゃん、チャッピーはいすのしたにいます。びょうきかな?

びょうき? ほんとう?



おなかですいていますか。ほら、ヤミーですよ。たべて。あら? たべませんね。へんですね。

はなちゃん、びょういんにでんわをしましょう!



もしもし。びょういんですか。



はい、そうです。



ええと... いまはちょっと... こんでいますよ。いぬが五ひきいます。ねこが三ひきいます。そしてへびが六ひきいます。たくさんまっています。あしたきてください。

あのう... うちのいぬがびょうきなんです。



でも... でも... おねがいします。





つぎ!

つぎはかめです。

かめはどこ?

ええと... いすの  
したにいます。

チャッピーはびょうき...  
ヤミーをたべません。

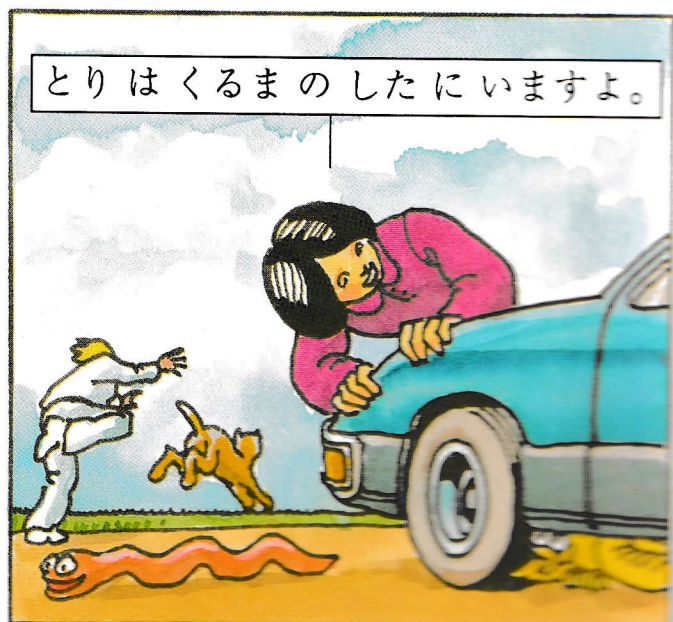
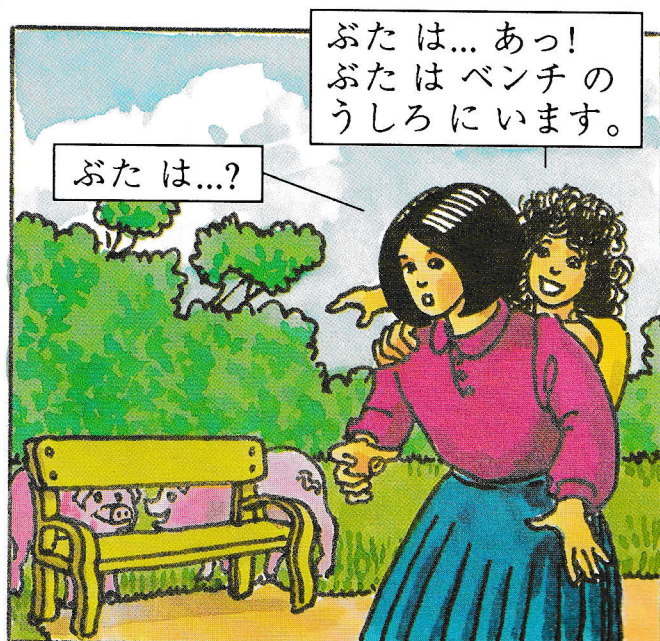
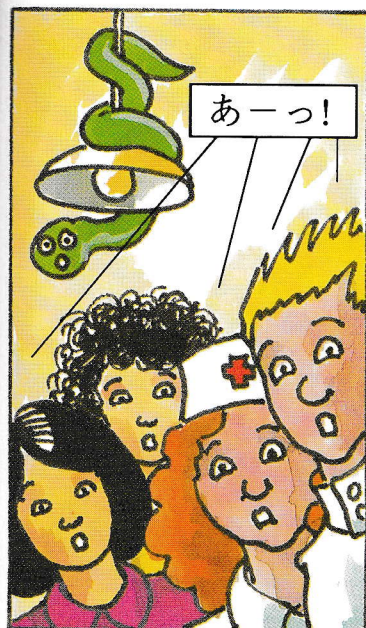
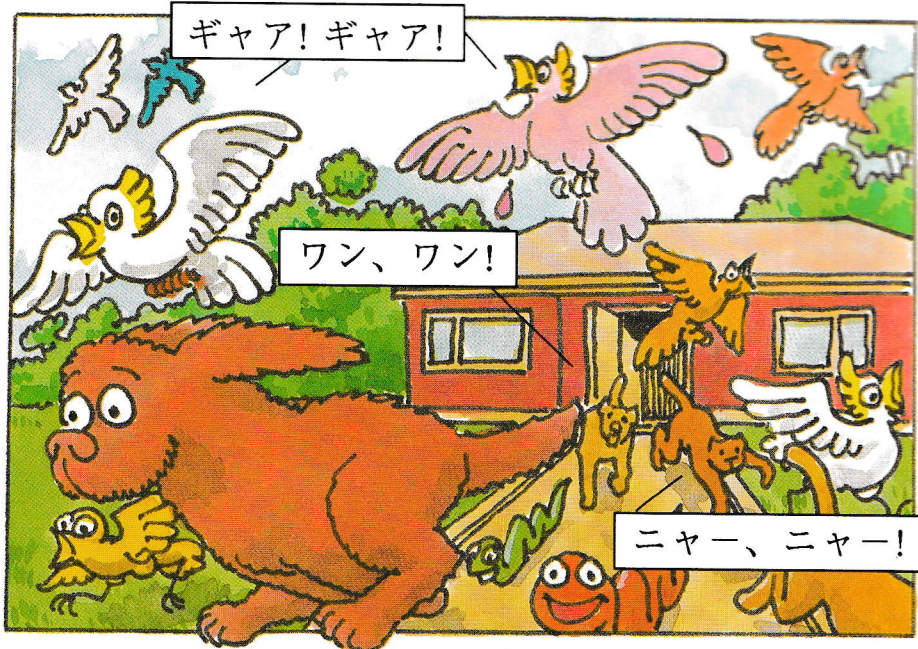
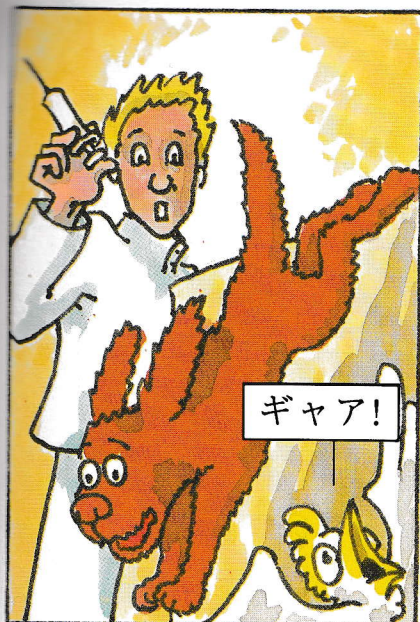
じゃ... どうぞ  
二じにきて  
ください。

つぎは?

そのねこです。カーテンの  
うしろにいます。

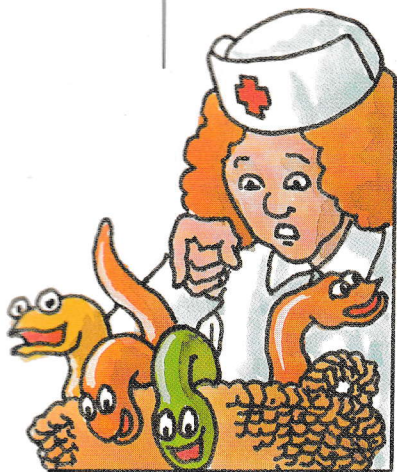
このいぬはびょうきじゃない  
ですよ。なまけものです。  
ふとりすぎです。じゃ...





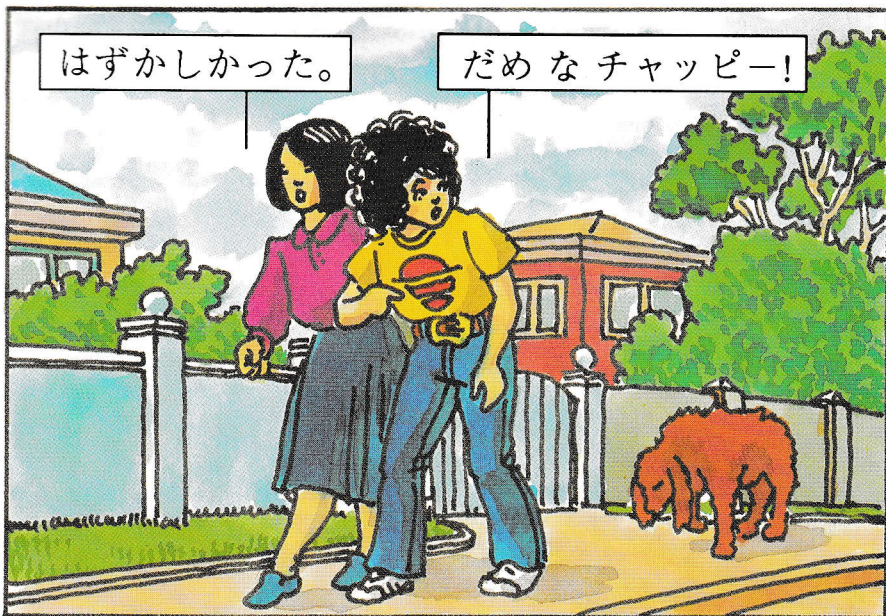


一ひき、二ひき、  
三ひき、四ひき...

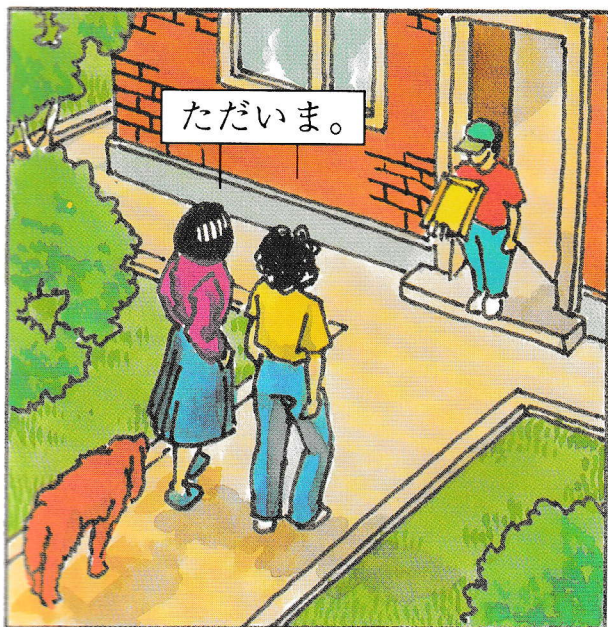


はずかしかった。

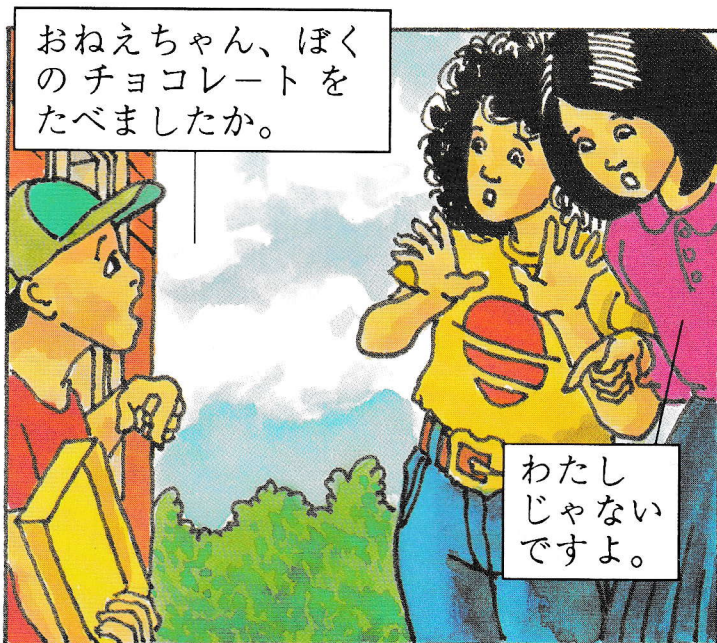
だめなチャッピー!



ただいま。



おねえちゃん、ぼく  
のチョコレート  
を食べましたか。

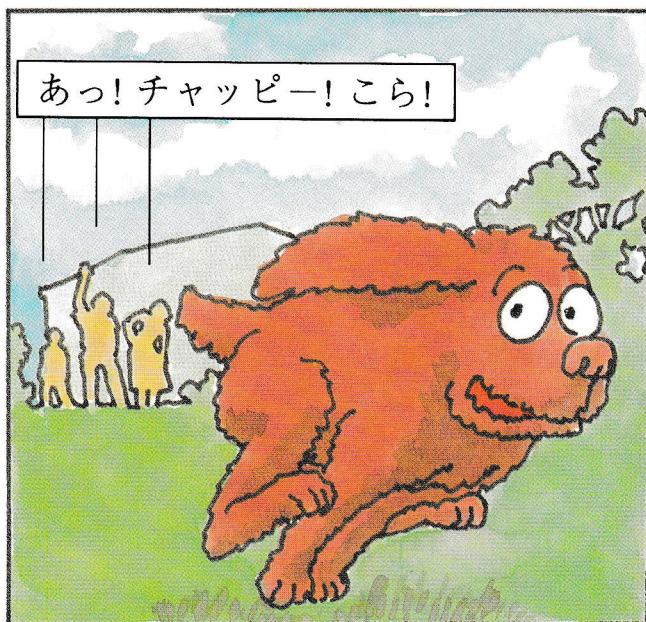


わたし  
じゃない  
ですよ。

としちゃんの  
チョコレート?  
たべません  
でしたよ。



あっ! チャッピー! こら!







# い い ま し ょ う ー

一

きょうしつ



二

みせ



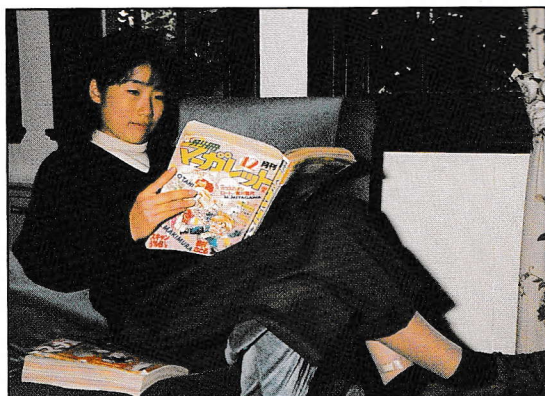
こうてい

三



四

へや



五

たいいくかん



Using the examples as a guide, talk about where りえさん is.

例:



A りえさんはどこにいますか。

B きょうしつにいます。

例:

A りえさんはどこですか。

B きょうしつです。



# いいましょう 二

Using the example below as a guide, talk about where the animals are.

例:

A かめはどこにいますか。

B いすのうえにいます。



Using the example below as a guide, ask ひろしくん about his pets.

例:

A ペットをかっていますか。

B はい、ねこを三びきかっています。

いぬを一びき  
かっています。

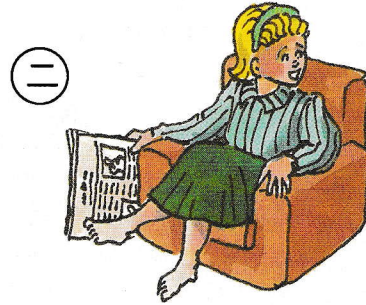




# いいましょう 三



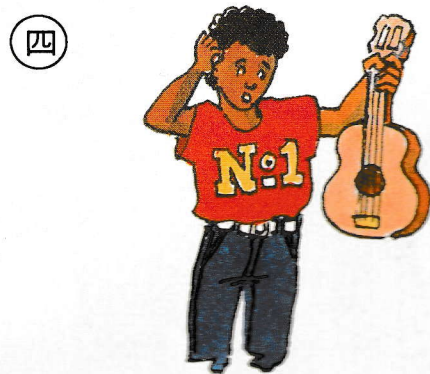
コーヒーをのみます。



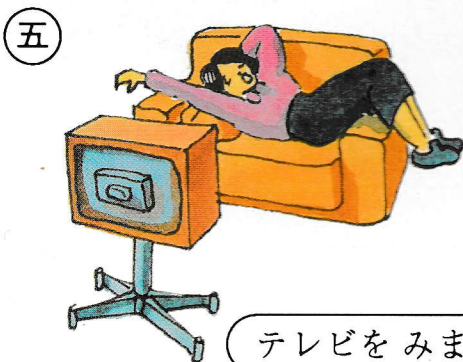
しんぶんをよみます。



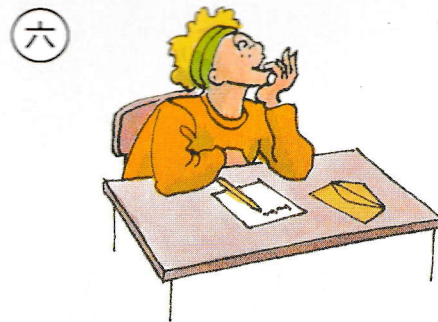
しゅくだいをします。



ギターをひきます。



テレビをみます。



てがみをかきます。

Using the example as a guide, talk about these activities.

例:



- A よくコーヒーをのみますか。  
B いいえ、あまりのみません。



# ともだちと

Make up a conversation with a partner.  
Decide who will be A and who will be B.

A [B]さんの かぞくは何人ですか。

B	四人	です。父と母と	おとうと	が います。
	五人		あにが二人とあね	
	六人		あねと いもうと	
			あにと おとうと	

A そうですか。ペットを かっていますか。

B	ええ、	いぬ ねこ	を	一ぴき	かって います。
				二ひき	
				三ひき	

かぞくの しゃしんを みせましょうか。

A ええ、みせて ください。この人は だれ?

B	あね	です。	しょうがく 二ねんせい	です。
	あに		ちゅうがく 一ねんせい	
	いもうと		こうこう 三ねんせい	
	おとうと			

A	そう ですか。	せが たかい	ですね。	マスクを していますね。
		めが おおきい		スキーを していますね。
		きれい		じょうばを していますね。
		ハンサム		えを かいて いますね。

B	ええ、	スポーツが すき です。
		どうぶつが すき です。
		えが じょうず です。
		せんしゅう かぜを ひいて いました。

A へえ... この人は お父さん ですね。

B	はい、父は いま	イギリス	に います。	A	あ、そう ですか。
		アメリカ			
		ヨーロッパ			
		日本			



# いってみましょう

— ごかぞくは何人ですか。

一



かぞくは四人です。父と母とあねがいます。あねのなまえはひろこです。

二



ぼくのかぞくは三人です。父と母とぼくです。ぼくは二さいです。

三



かぞくは四人です。父と母といもうとがいます。いもうとのりえこは六さいです。いぬを一ぴきかっています。

四



かぞくは五人です。父とおじいちゃんとおばあちゃんがいます。そして ひいおばあちゃん もいます。ひいおばあちゃんは八十二さいです。

ひいおばあちゃん great grandmother

These people have told you about their families. Ask your friend about his or her family.  
You might ask questions such as:

- ・ ごかぞくは何人ですか。
- ・ おにいさんは何さいですか。
- ・ いもうとさんは何ねんせいですか。
- ・ ペットをかっていますか。



## 二 Market research

Your class has been commissioned by a leading Japanese pet food manufacturer to find out which is the most popular pet food.

In groups of 5 or 6, find out:

- who has pets and what they are
- which brand of food each pet eats



When you have collected this information, you should enter your findings on a table like the one below. The manufacturer can then analyse your results.

なまえ	ペット	ペットフード
ピーター	いぬ	Frend
サリー	ねこ	Purr
マーク	いぬ ねこ / 二ひき	Frend と Chew Purr

# 日本語 ノート

## 一 Where are they?

The verb **います** means *be (in a place)*. When you use **います** to tell where people or animals are, you must put **に** after the place.

e.g. ケンくんはこうてい**に**います。  
Ken is in the school ground.

**いません** is the negative form of **います**.  
You can use it to say that someone is not there.

e.g. たろうくんはへや**に**いますか。  
Is Taroo in his room?  
いいえ、いません。  
No, he's not.

If you want to give more detailed information about where people (or animals) are, you can use expressions like:

まりこさんは**みせのまえ**に  
います。  
Mariko is in front of the shop.  
へびは**いすのした**にいます。  
The snake is under the chair.

You can also use **です** instead of **(に) います** to find out where people or animals are.

e.g. アマンダさんはどこですか。  
Where's Amanda?  
としょかん**です**。  
She's in the library.

**います** cannot be used to tell where things are.

## 二 Talking about your family

**います** is also used when you are talking about your family and giving details. In this case **います** means *have*. You must put **が** after the person.

e.g. いもうと**が**います。  
I have a little sister.

If you have more than one sister, you must include the number using the counting system for people, 一人 (ひとり), 二人 (ふたり), 三人 (さんにん), 四人 (よにん) etc. To explain that you have two younger sisters, you would say **いもうとが二人**います。  
The counter for people comes before the verb.



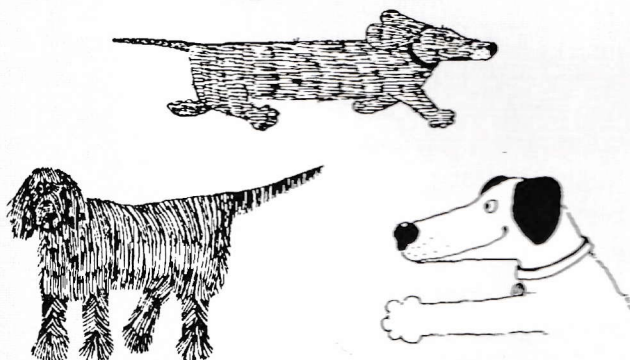


三

### Talking about your pets

When you want to say how many pets you have, you must use the -ひき, -びき, -ぴき counter for animals. This counter comes before the verb.

e.g. いぬを三びき っています。  
I have three dogs.



(If you do not have any pets, you can simply say ペットを っています。)

四

### More about っています

In Unit 2, you learnt that a verb in て form followed by います tells us what someone is doing now. However, sometimes っています is used for an action or a state over a longer period. Look at these っています forms:

おなかがすいています。

I am hungry.

かぜをひいています。

I've got a cold.

よこはまにすんでいます。

I live in Yokohama.

いぬを っています。

I have a dog.

びょういんは っています。

The hospital is crowded.



Remember that when you say this っています form, you need not pronounce い.

五

### Saying what you don't do

The -ません form of the verb tells what you don't do.

e.g. あしたがつこうにいきません。  
I'm not going to school tomorrow.

六

### ごかぞく

When you ask someone who is older, or unknown to you, about their family, it is more polite to say ごかぞく.

e.g. やまださん、ごかぞくは何人ですか。

How many people in your family, Mr Yamada?

七

### More about と

と is a useful word that means both *and* and *with*. Compare these two sentences:

父と母とあねがいます。

(In my family,) there's my dad, mum and my older sister.

ともだちとさんぽにきました。

I went for a walk with my friends.



# せいかつ

Hi everyone,

Big news! I've just found out that I'm related to a superstar. Well, almost. It's Yoko Tanaka. You know, Tanaka, as in Mr and Mrs Tanaka, the people I'm staying with. Yoko is their cousin or their niece or something. Well, I'm pretty sure she is, anyway.

I suppose you haven't heard of her. You know how in my last letter I told you I went to see Madonna in concert, well, what I didn't tell you is that Japan has its own pop industry and people here probably buy more Japanese records than ones from America, England or Australia. I've included a cutting from a Japanese pop magazine to give you an idea of how everyone is into it over here and to prove what I'm saying about Yoko Tanaka is all true. Her name is written in ローマ字 on the poster too. The かんじ for Tanaka Yoko is 田中陽子.



DEBUT

毎月8日 Yoko の日

TBS ドラマ  
「トップスチュワーデス」  
レギュラー!

テレビ 東京  
アニメーション  
「ようこそようこ」

ニッポン 放送  
「サンデーヒット パラダイス」  
レギュラー!



た な か よ う こ  
田中陽子

Debut Single

はるの  
パッセージ

B2 ポスター  
プロフィールビデオ  
オリジナル  
テレホンカード  
コンサート

I actually met Yoko a couple of times and she just seemed like any other Japanese teenager to me. I didn't even know she was training to be a star. You see, what happens here is that you get selected at an audition by one of the big recording

companies and they work really hard to make you into a star. They put you through this really intensive instruction program, including voice and dance lessons, aerobics, public relations, fashion — everything you need to know about how to be an アイドル かしゅ. If you don't make it through the program you just go back to school and go on with your work. If they decide to package you as a star, then you get a chance to really make it big. That's what has happened to Yoko. One day nobody has heard of her, the next day she is everywhere!

She has a regular spot on Japan Sunday Hit Paradise and she is going to be in this new soapie called Top Stewardess. There's even going to be a special animated program about Yoko on Tuesdays at six o'clock. You can buy Yoko posters and even Yoko telephone cards. And like all the new アイドル かしゅ — there are about 75 of them introduced each year — she has made an 'image video'. We had a look at Yoko's video last night. It made her out to be super-cute, innocent, lovable girl-next-door, with typical teenage problems. That's so we can all identify with her, I suppose. And with her debut single you get a personal profile that includes her name, age, birthplace, hobbies, and even her bloodgroup! The bloodgroup is supposed to tell you a lot about a person's character or personality.

If everything goes well for Yoko, if her career really takes off, she will become like a goddess, a role model for every teenage girl. They will hang on every word she says and imitate the way she dresses. But if people just don't buy the 'package', then Yoko will just go back to school and get on with ordinary life. A lot of these overnight sensations seem to come and go all the time. She should make sure she continues her studies anyway, because she'll be finished by the time she's about 19 or 20. All the アイドル かしゅ are. When they reach that age, they just farewell all the millions of adoring fans and get married and have children.

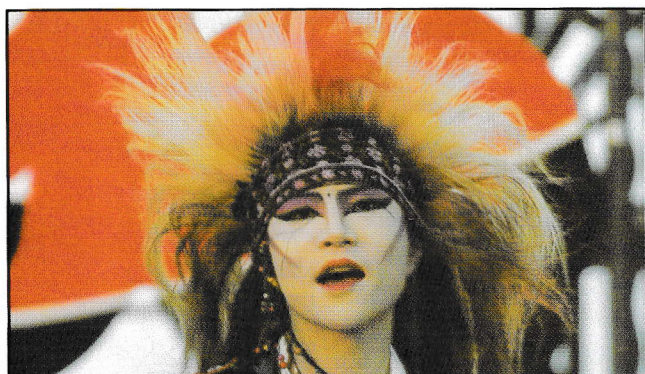
Actually, she will have quite a lot of competition. The かわいい idol singers aren't quite as popular as they used to be. Their place is being



taken by singing groups and by bands. I've included a couple of fan cards to give you the idea. You can buy these photos everywhere.



This is Wink. Wink is really popular here at the moment. When they sing they do all these complicated hand movements in time together and of course all the fans imitate them. Everyone does it. It's funny to see a businessman in a suit in his car stopped at a traffic-light start to do these movements when a Wink song comes on the radio.



This card is of ひで, a member of X. I saw one of their concerts at the とうきょう ドーム on TV. One thing I can say about their music is it was LOUD! You couldn't really hear what they were singing but everyone in the audience was getting up and dancing and clapping. That's what is called the スピード feeling and that's what

the new bands try to give their audiences. A lot of the bands sing quite a lot of English words but the thing is, they don't mean anything. They really don't. Sometimes people at school ask me what the words mean, and when I can't make any sense of them they think it's because I don't know Japanese well enough to translate properly, and they go away really disappointed. I mean, what would you make of this? 'Positive dance, friend feel'. Now when anyone asks me I just make something up like 'I really love you baby' and everyone is happy.

Even though they are getting away a little bit from the かわいい image for their stars, the bands just can't bring themselves to be anti-fashionable. There is a new all-female band called Princess Princess and they have a really great sound, I think. But everyone I hear talking about them discusses what they wear and how they want to get way-out dresses just like them. I sometimes think they are just as much fashion models as singers.



Anyway, we're all hoping that Yoko Tanaka can stay on top for a few years. If she doesn't, it won't be the fault of her managers at the record company. They have proclaimed every 8th day of the month 'Yoko Day'. I'll be doing my bit to help her. I'll be in my Yoko Tanaka T・シャツ with my Yoko Tanaka badge, have my B2-size poster on my wall and buy all the products that she advertises in the TV commercials.

Anyway, must dash — Top Stewardess is coming on TV. If I miss it, I won't know what everyone is talking about at school tomorrow.

Lots of love,








Simone シモン

P.S. Don't forget, 'Positive dance, friend feel'.

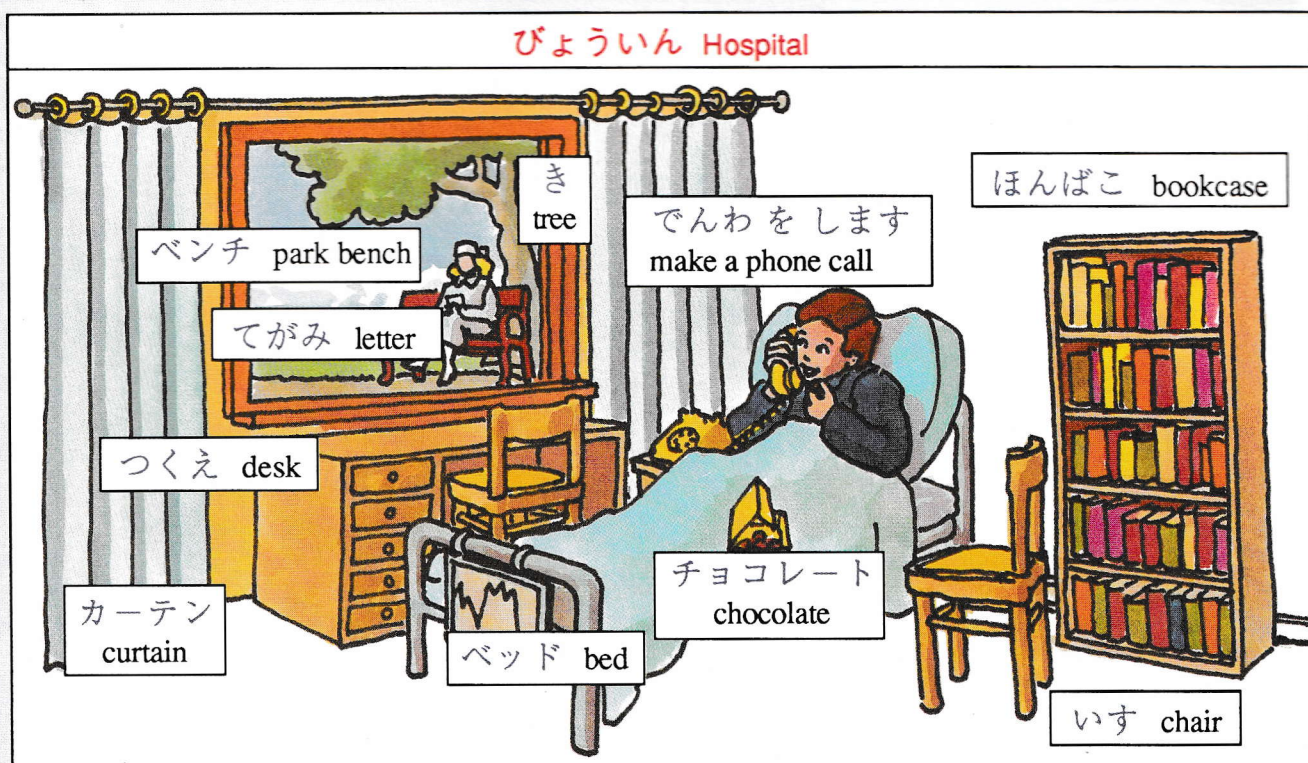


# 単語

1	いっぴき	一ひき	
2	にひき	二ひき	
3	さんびき	三ひき	
4	よんひき	四ひき	
5	ごひき	五ひき	
6	ろっぴき	六ひき	
7	ななひき	七ひき	
8	はっぴき	八ひき	
9	きゅうひき	九ひき	
10	じゅうひき	十ひき	

1	ひとり	一人	
2	ふたり	二人	
3	さんにん	三人	
4	よにん	四人	
5	ごにん	五人	
6	ろくにん	六人	
7	しちにん	七人	
8	はちにん	八人	
9	きゅうにん	九人	
10	じゅうにん	十人	





**どうぶつ Animals**

かめ	—	tortoise
さかな	—	fish
ぶた	—	pig

**Locations**

うえ	—	on, above, up
うしろ	—	behind
した	—	under, below, down
まえ	—	in front of
きょうしつ	—	classroom

**Expressions**

おなかがすいて	—	are you hungry?
いますか。		
こら!	—	you're in big trouble!
こんでいます	—	it's crowded
たくさん	—	lots, many
なまけもの	—	lazy, lazy thing
はずかしかった	—	how embarrassing
ふとりすぎ	—	he's too fat
わたしじゃない	—	not me

おめでとう!

You are now able to use your 日本語 to:

- ask and tell where people and animals are
- give information about your family
- ask someone about their family and pets
- talk about your pets
- count people and animals
- talk about things that you don't do much



# 第五課・ドーナツはぜんぜん食べません。

もくようびの四じ

マイクくん、ドーナツはいかがですか。

ぜんぜん?

ぜんぜん。

あら、トライアスロンたいかい?  
そのトライアスロンに行きますか。

ぼく... ドーナツは  
ぜんぜん食べません。

はい、いままいにち  
トレーニングをしています。

トレーニングを?へえ... どんないトレーニング?

まいにち五じ二十ふん  
におきて、トレーナーを  
きます。

ええ。そして  
トレーニング シューズ  
をはいて、五じ三十五ふん  
にランニングに行きます。  
十キロメートル  
はします。

へええ?十キロ?  
すごい!

五じ二十ふん?はやいですね。

ときどき十二キロ  
はします。それから、  
プールで三びやくメートル  
およいで、うちに  
かえります。

シャワーをあびて、  
あさごはんを食べます。  
コーンフレークを食べて、  
オレンジジュースを  
のみます。

わたしもときどきあさ  
およぎます。マイクくん、  
あさごはんは?

それから、  
八じ五ふんに  
じてんしゃでがっこうに  
行きます。



きんようびのハじはん

ねえ、みんな。マイクくんはすごいですよ。まいあさ五じにおきて、二十キロはしります。それから五ひゃくメートルおよぎます。



ほんとうかなあ??

ほんとうですよ。マイクくんはにちようびのトライアスロンたいかいに行きます。みんな、行きませんか。



たいかいですか。

いいですね。行きましょう。

にちようびのハじはん

わあー!すごい!人がたくさんいますね。



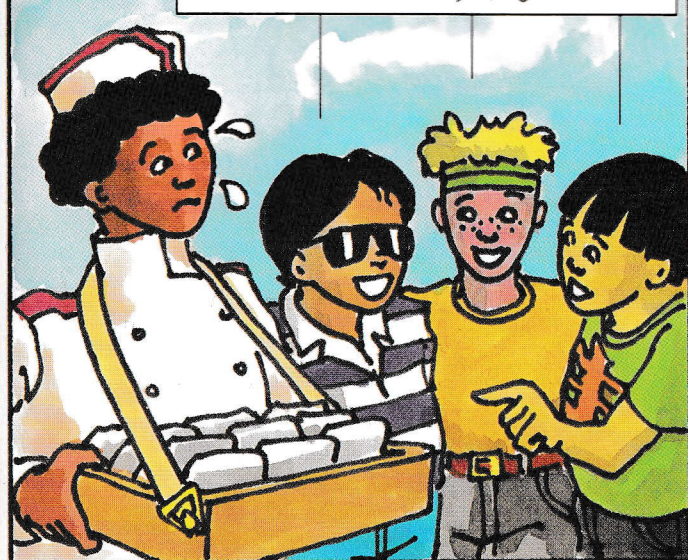
マイクくんは?

ホットドッグ!ホットドッグはいかが? アイスクリーム、ドーナツ、ミートパイはいかがですか。



あっ、マイクくん?

マイクくんはすごいですね。チャンピオンですね。



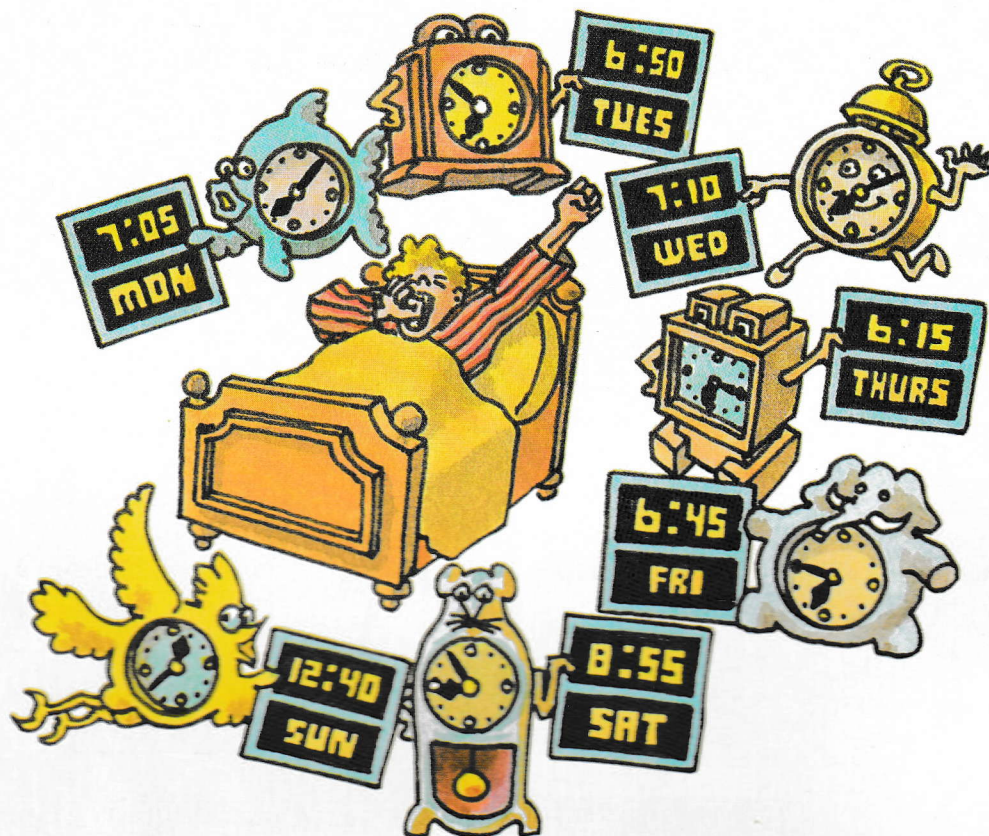
アマンダさん、ドーナツはいかがですか。



ドーナツ? 食べませんよ!!



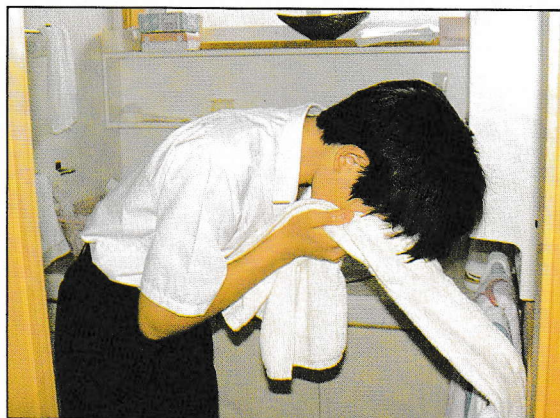
# い い ま し ょ う ー



Using the example as a guide, talk about what time おさむくん got up during last week.

例:

- A きんようびに何じにおきましたか。  
 B 六じ四十五ふんにおきました。





# い い ま し ょ う 二



10 キロ



300 メートル



100 メートル



2 キロ



100 メートル



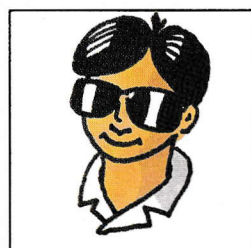
1 キロ



50 メートル



25 メートル



3 キロ



200 メートル

Using the example as a guide, talk about each character's training program.

例:



- A マイクくん、どんなトレーニングをしますか。  
B 10キロはしって、三びゃくメートルおよぎます。  
それからエアロビクスをします。



# いいましょう 三

ようふく



ポロシャツ



パーカ

ジャケット

ジーンズ



トレーナー

トレパン

スニーカー



スカーフ

セーター

スカート



パジャマ





ジージャン

ベルト

ショート  
パンツ

ハイソックス



ショートブーツ



スリッパ



バスケット  
シューズ



トレーニング  
シューズ



シャツ

Tシャツ

タンクトップ

パンツ

スカート

ワンピース

カーディガン

Using the example as a guide, discuss the clothes in the catalogue.

例:

A すてきな ポロシャツ ですね。

B ええ、[A] さんは ときどき ポロシャツ を きますか。

A ええ、よく きます。

or

A いいえ、ぜんぜん しません。  
あまり

A すてきな ジーンズ ですね。

B ええ、[A] さんは ときどき ジーンズ を はきますか。

A ええ、よく はきます。

or

A いいえ、ぜんぜん はきません。  
あまり



# きせつ

はなこさん and ゆうこさん are giving a talk about the seasons in Japan.

はる spring

三月 March  
四月 April  
五月 May

あき autumn

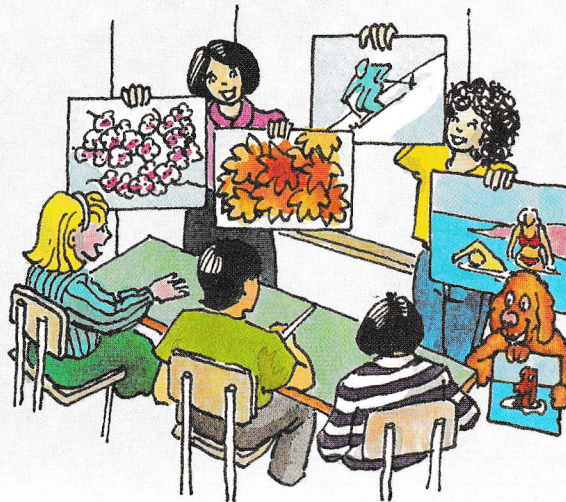
九月 September  
十月 October  
十一月 November

ふゆ winter

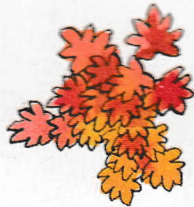
十二月 December  
一月 January  
二月 February

なつ summer

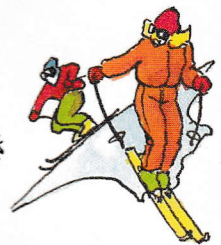
六月 June  
(つゆ rainy season)  
七月 July  
八月 August



あき  
あきは すずしい です。九月に  
ときどき たいふう がきます。  
十一月に やま で  
こうよう を見ます。  
とてもきれいです。



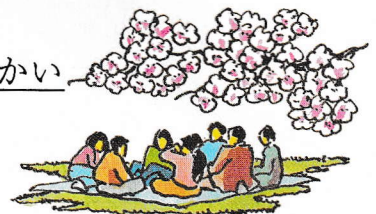
ふゆ  
ふゆは さむい です。  
たまに とうきょう で  
ゆき がふります。  
ほっかいどう ではゆき  
がたくさんふります。  
よく やま に行って、  
スキーをします。



なつ  
日本のなつは あつい です。  
六月は つゆ です。まいにち  
あめ がふります。  
いやですよ。七月と  
八月は なつやすみ  
です。よく うみ で  
すいえい をします。  
そして やま に  
ハイキングに行きます。



はる  
はるは あたたかい  
です。四月に  
はなみ を  
します。  
きのしたに  
すわって、ピクニック をします。  
はなみのおべんとう はおいしい  
です。たのしいですよ。



すずしい — cool  
たいふう — typhoon  
こうよう — autumn colours  
つゆ — rainy season  
あめがふります — it rains

さむい — cold  
ゆきがふります — it snows  
あたたかい — warm  
はなみ — flower viewing  
おべんとう — a boxed lunch



# ともだちと

Make up a conversation with a partner. Decide who will be A and who will be B.

こうていで A [B]さん、  
[B]くん、 どうしたんですか。

B のど  
あし  
おなか がいたいんです。 いまかぜをひいています。  
きのうからてをしました。  
きのうチョコレートをとくさんたべました。

A そうですか。じゃ うちにかえりますか。  
びょういんに行きますか。

B いいえ、 サッカー  
バスケット  
けんどう  
すいえい のトレーニングに行きます。

らいしゅうクラブのキャンプに行きます。

A いいですね。

B よくないですよ。まいにちあさの五じ十ぷんにおきて トレーニングをします。  
十キロはしります。  
プールでおよぎます。

A へええ？

B [A]さん、  
[A]くん、 すてきな  
いい テニス シューズ  
バスケット シューズ  
パーカ をはいていますね。  
スポーツ シャツ をきていますね。

[A]さん  
[A]くん はどんなスポーツをしますか。

A スポーツは すきじゃないです。  
ぜんぜんしません。  
あまりしません。 でも、この テニス シューズ  
バスケット シューズ  
パーカ は  
スポーツ シャツ

かっこいいですね。

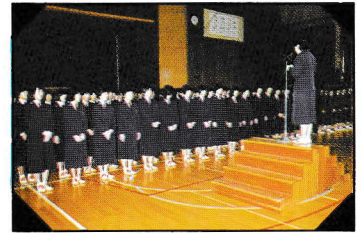


# せいかつ

がくねん(学年) School year

四月						
日	月	火	水	木	金	土
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

四月ににゅうがく  
しき(入学式)が  
あります。  
一ねんせいは  
あたらしい  
せいふくをきて、  
がっこうにきます。



にゅうがく しき new student entrance ceremony  
あります there is

五月						
日	月	火	水	木	金	土
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



五月にしけんが  
あります。せいと  
はがんばって、  
べんきょうします。

三ねんせいは  
しゅうがく  
りょこう  
(修学旅行)に  
行きます。



しけん exams  
しゅうがく  
りょこう school trip

六月						
日	月	火	水	木	金	土
30						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29



六月はつゆです。まいにち  
あめがふります。

七月						
日	月	火	水	木	金	土
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

インターハイのきせつです。





# 八月

日	月	火	水	木	金	土
					1	2 3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

れんしゅう practice  
はじまります begin



なつやすみです。  
クラブのれんしゅうと  
キャンプをします。

# 九月

日	月	火	水	木	金	土
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

がっこうははじまります。

# 十月

日	月	火	水	木	金	土
			1	2	3	4 5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

しけんがあります。そしてスポーツデー  
もあります。がんばれ!



# 十一月

日	月	火	水	木	金	土
					1	2 3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

ぶんかさい cultural festival



ぶんかさい(文化祭)かコンサートがあります。  
たのしいですよ。

# 十二月

日	月	火	水	木	金	土
30	31					1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

おしやうがつ New Year

ふゆやすみに  
クリスマスと  
おしやうがつが  
あります。  
ときどきスキーに  
行きます。

# 一月

日	月	火	水	木	金	土
			1	2	3	4 5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

三ねんせいの  
しけんが  
あります。



三月にそつぎやうしき  
(卒業式)が あります。  
はるやすみは はじまります。

そつぎやうしき graduation ceremony

# 二月

日	月	火	水	木	金	土
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		



# がんばれ

## Active listening

The first thing that strikes you when you hear two Japanese people conversing is that the listener seems to have nearly as much to say as the speaker. A Japanese listener always takes an active part in a conversation, chiming in with ああ、そう and そうですか. These are just two of the 'response expressions' that are used in Japanese to show interest in what is being said and to encourage the speaker to go on. Do we have anything like this in English?

This practice is even more noticeable during telephone conversations in Japanese. Since the listener can't be seen, he or she works overtime on the 'response expressions' and may show agreement by saying そう そう そう! If the speaker feels a lack of this sort of listener feedback, he or she will check that the other person is still on the line with an urgent cry of もしもし. Does anything like this happen during English telephone conversations?

Take every opportunity to use these response expressions, especially during いってましよう activities. They offer you a fun way of sounding genuinely Japanese. But don't forget to pay attention to intonation, i.e. the tone of voice that you use. For example, そうですか can mean that you are really interested or that you doubt the truth of what is being said. It all depends on how you say it. Here are some other, similar expressions that you know.

そうですね	to show that you agree, or that at least you're thinking about it
へえ?	to show that you are surprised or impressed
ほんとう?	to show that you doubt the truth of what is being said or that you are surprised

So, don't forget: even when your main job is to listen, you still have to hold up your end of a Japanese conversation.

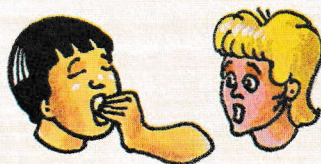
## いってましよう

### へえ?

Make up ten sentences describing things that you do. These could include your morning routine, or your weekend activities. Try to include the times when you do these things. Don't feel tied down by the truth — let your imagination run free! Your friend will respond to your statements using some response expressions. He or she might use those below.

いいですね。	_____	That sounds good!
はやいですね。	_____	That's early!
わたしも、ほくも。	_____	Me too.
うそです。	_____	That's a lie! I don't believe you!
ほんとう?	_____	Really?
そうですか。	_____	Yeah?

まいあさ五じに  
おきますよ。



へえ? ほんとう?

Have your partner tell you his or her statements and respond appropriately.



# 日本語 ノート

## 一 Telling the time

You already know how to tell the time on the hour and half-hour. To tell the time in intervals of 5 minutes, you use **五ふん (ごふん)**, which means five minutes.

Look at these examples.

いま 六じ五ふん ですね。

It's now 6.05.

七じ十五ふんに あいましょう。

Let's meet at 7.15.

**十ふん (じゅっふん)** means ten minutes and you can use this to tell the time in 10-minute intervals.

いま 九じ十ふん ですね。

It's now 9.10.

十じ四十ふんに行きましょう。

Let's go at 10.40.

When you want to meet your friend at 7.50, you can say,

七じ五十ふんに あいましょう。

Let's meet at 7.50.

or

八じ十ふん まえ に あいましょう。

Let's meet at 10 to 8.

**まえ** means *in front of* or *before*. If you are doing something at a particular time, don't forget to use **に** after the time.

## 二 Getting dressed

There are several verbs that are used in 日本語 to talk about what you are wearing. The two most common ones are **きます** and **はきます**. When you wear items that you put your arms through, **きます** is used.

e.g. おもしろい T・シャツ を きて いますね。

You're wearing an interesting T-shirt.

Anything that you wear on the lower part of your body uses **はきます**.

e.g. あたらしい くつ を はいて います。

I'm wearing new shoes.

**きます** is used for clothing like a suit, a uniform or pyjamas. **します** can be used for a tie, belt or jewellery.

e.g. ときどき イヤリング を します。

I sometimes wear earrings.

## 三 More about the て form

To talk about a series of actions, you can use the て form of the verb. In this case, the て form has the meaning of the verb plus *and*.

e.g. きのう まち へ 行って、おもしろい えいが を 見ました。

Yesterday I went to town and saw a great film.

まいあさ シャワー を あびて、  
せいふく を きて、がっこう に  
行きます。

Every morning I have a shower, put on my uniform and go to school.

The word **それから**, which means *after that* and **そして**, which means *and then*, are also useful for talking about the order of events.

## 四 あまり、ぜんぜん

When you want to say that you don't do something very often or you never do it, you use **あまり** and **ぜんぜん** with the verb in the negative -**ません** form.

e.g. よく テニス を しますか。

Do you play tennis often?

いいえ、あまり しません。

No, not very often.

いいえ、ぜんぜん しません。

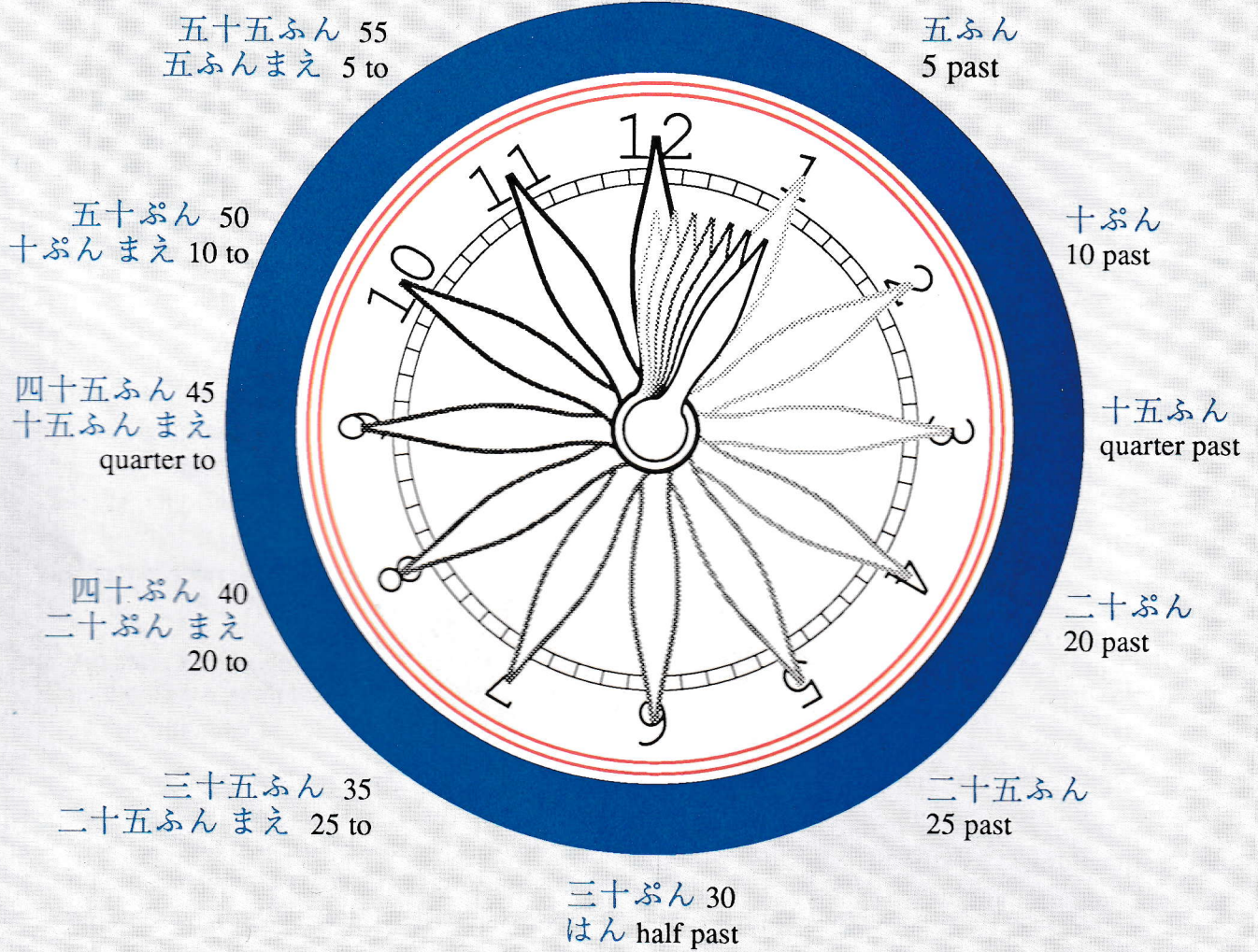
No, never.

**あまり** is another way of saying **あんまり**. When you answer a question like **おすしは すきですか** with **いいえ、あんまり...** you are shortening the statement **いいえ、あんまり すき じゃないです**.



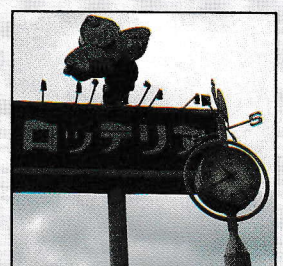
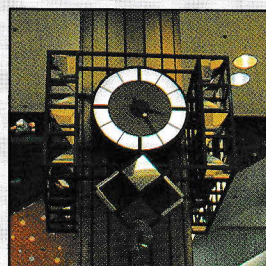
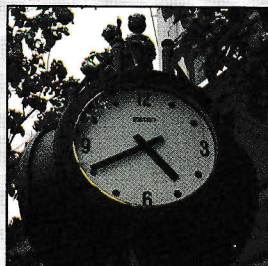
# 単語

Time じかん



第五課  
七十四

いま 何じですか。





### New words

あまり	—	not often
いつも	—	always
ぜんぜん	—	never
たまに	—	occasionally
ときどき	—	sometimes
まい...	—	every...
まいにち	—	every day
よく	—	often

あさ	—	morning
あさごはん	—	breakfast
せいふく	—	school uniform
そして	—	and then
どんな	—	what kind of?

### Verbs

#### WEAK

(シャワーを)

あびます	—	take (a shower)
おきます	—	wake up, get up
きます	—	put on, wear (top part of body)

#### STRONG

はしります	—	run
およぎます	—	swim
はきます	—	put on, wear (lower part of body)

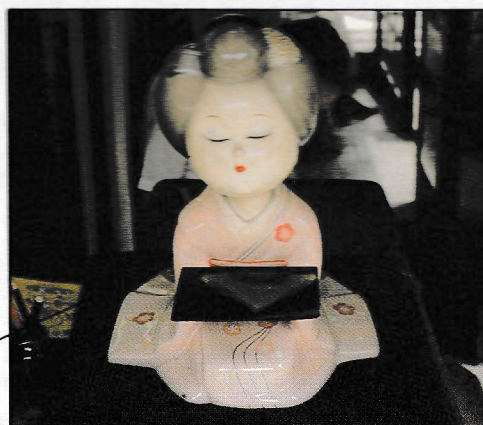
### カタカナの単語

アイスクリーム	—	ice-cream
オレンジジュース	—	orange juice
キロ(メートル)	—	kilo(metre)
コーンフレーク	—	cornflakes
トライアスロン	—	triathlon
トレーニング	—	training
ドーナツ	—	doughnut
ホットドッグ	—	hot dog
ミートパイ	—	meat pie

### Numbers 100—1,000

百	—	100	—	ひゃく
二百	—	200	—	にひゃく
三百	—	300	—	さんびゃく
四百	—	400	—	よんひゃく
五百	—	500	—	ごひゃく
六百	—	600	—	ろっぴゃく
七百	—	700	—	ななひゃく
八百	—	800	—	はっぴゃく
九百	—	900	—	きゅうひゃく
		1000	—	せん

いかがですか。  
How about this?



## おめでとう!

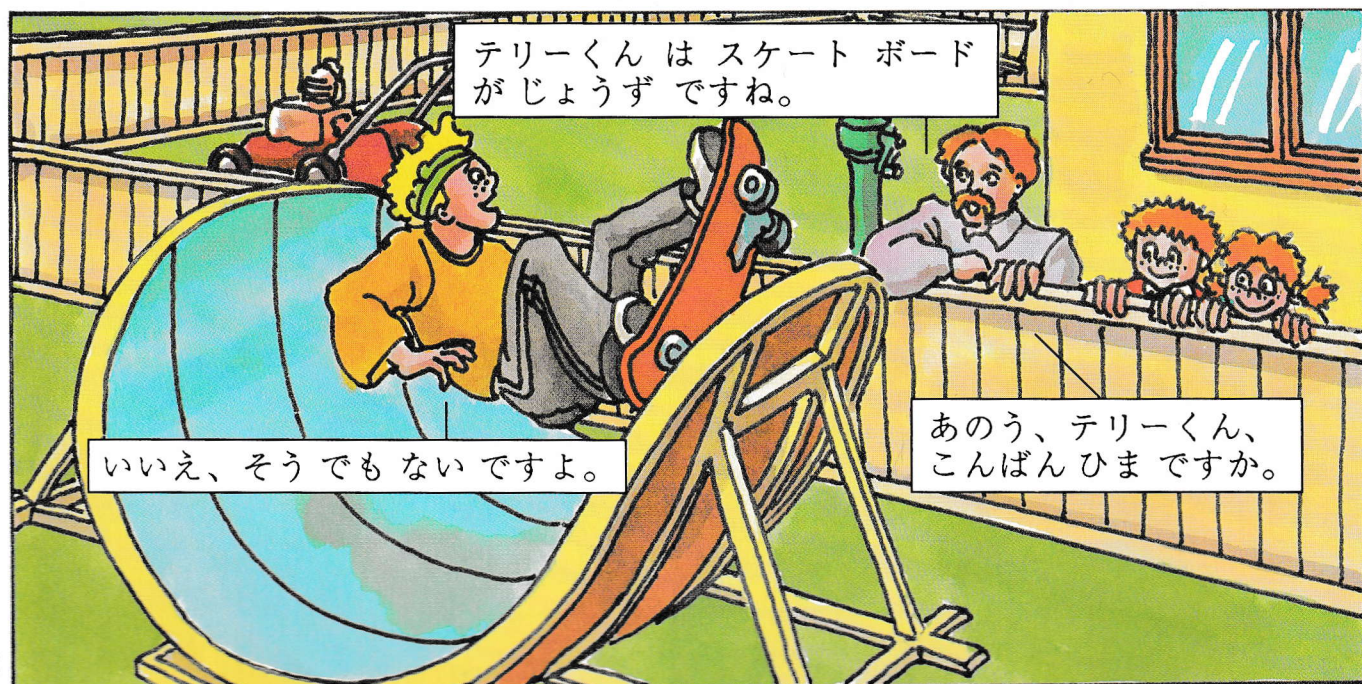
You are now able to use your 日本語 to:

- talk about what you wear and don't wear
- talk about your morning routine
- tell someone what time it is (in 5- and 10-minute intervals)
- count to 1000
- talk about how often you do things

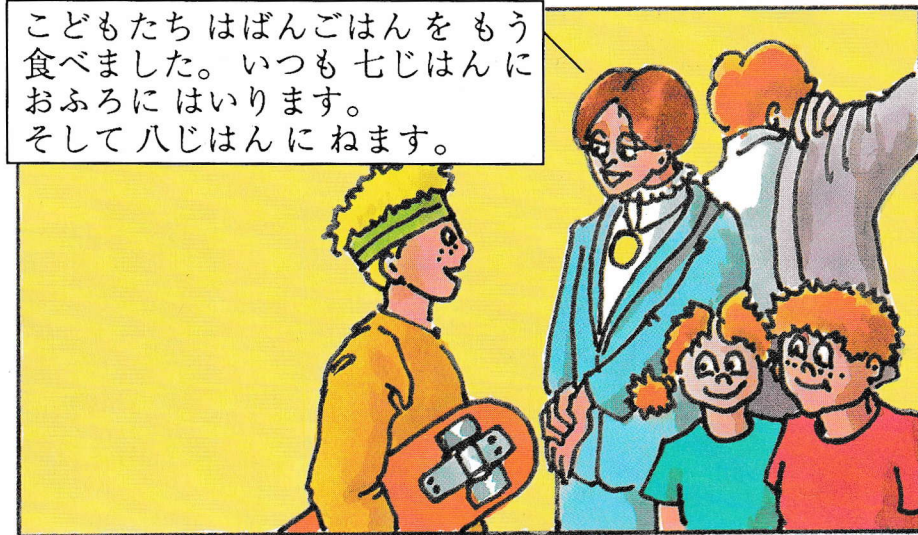
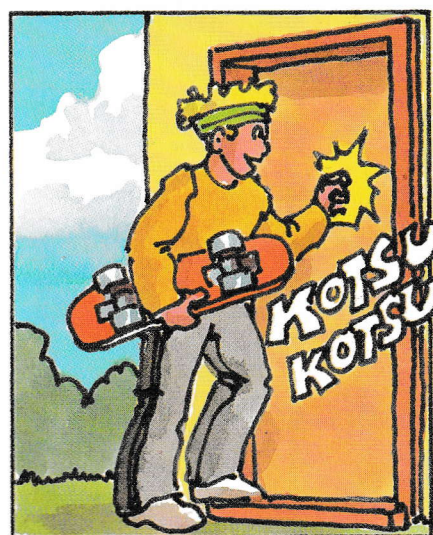




# 第六課・ベビーシッターはらくだなあ!



第六課  
●  
七十六





リーちゃん、エミちゃん、  
ボールあそびをしては  
だめですよ。テレビの  
へやで食べてはだめ  
ですよ。



テリーくんのごはんは  
れいぞうこのなかに  
あります。食べてね。



テレビを見ても  
いいですか。

ええ、もちろん  
いいですよ。

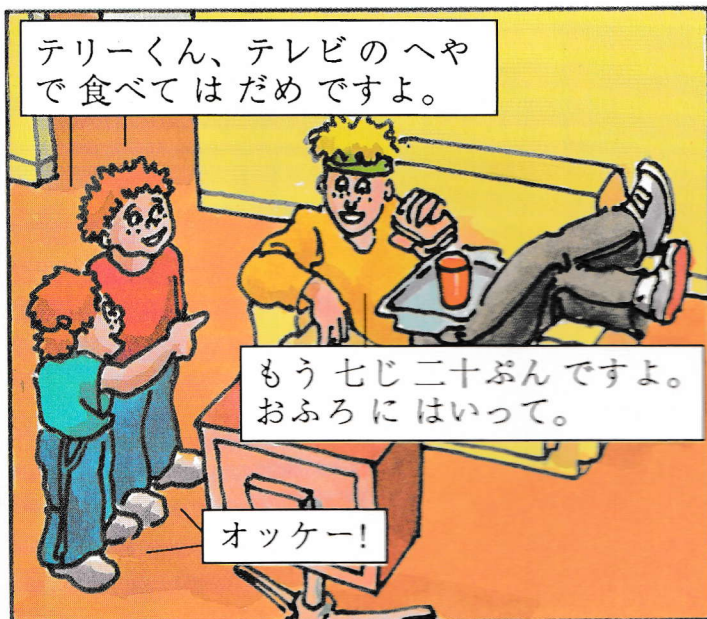
あのファミコンをつかって  
もいいですか。



ええ、どうぞ。

わたしたちは 十一じはんにか  
えります。じゃ、おねがい  
します。

テリーくん、テレビのへや  
で食べてはだめですよ。



もう七じ二十ぶんですよ。  
おふろにはいって。

オッケー!

シャンプーをつかってもいい?



いいよ。

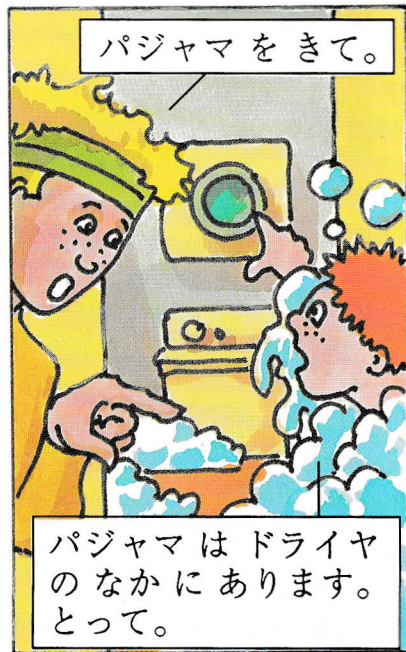


ベビーシッター  
はらくだなあ。

えっ、?



パジャマをきて。



パジャマはドライヤ  
のなかにあります。  
とて。





はい、パジャマ。  
きてください。

そのパジャマじゃない  
です。あかいパジャマ  
はすきじゃないです。

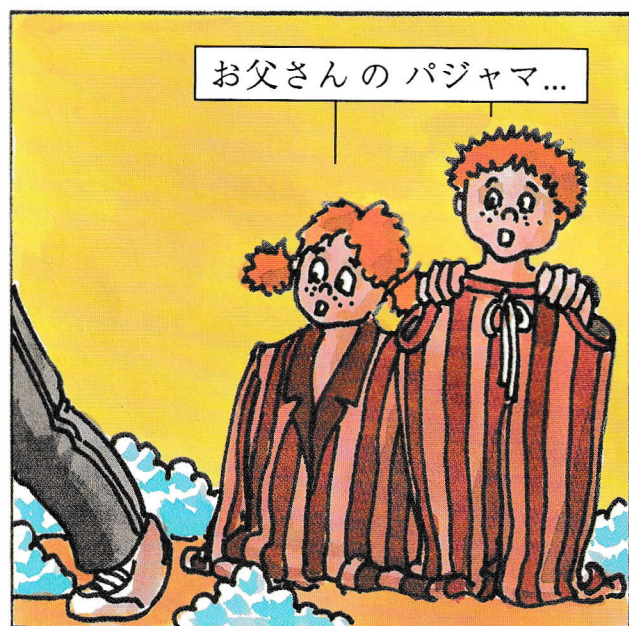


きいろいパジャマ  
はきれいです。



あおいパジャマ  
もきれいです。

うるさい!



お父さんのパジャマ...



ビデオを見てもいい?

だめ。

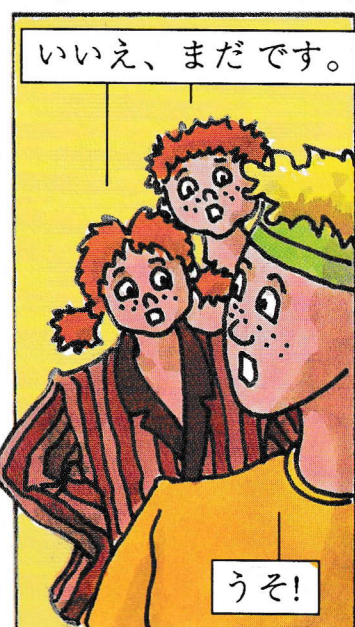


ボールあそびも  
だめ!



おなかがすいてます。  
ホットケーキを  
つくってもいい?

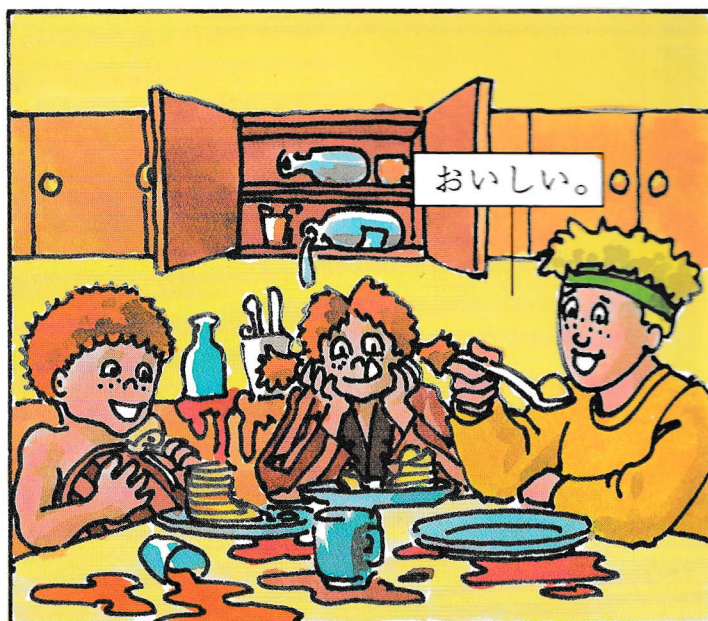
だめ! ばんごはんを  
もう食べましたね。



いいえ、まだです。

うそ!







# いいましょう

一



二



三



四



五



六



Using the example as a guide, ask permission to do or make use of various things.

例：

- A ファミコンをつかっていいですか。  
 B ええ、いいです。(どうぞ)  
 or  
 いいえ、だめです。

Using the example as a guide, give permission to do or make use of various things.

例：

ファミコンをつかっていいです。

Using the example as a guide, talk about how often you do or make use of various things.

例：

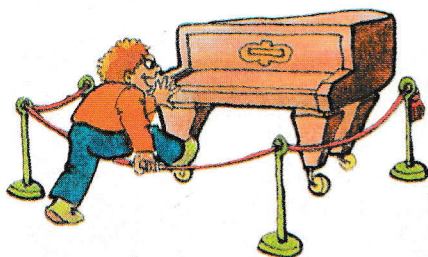
- A よくファミコンをつかいますか。  
 B ええ、よくつかいます。(だいすきです)  
 or  
 いいえ、ぜんぜんつかいません。(きらいです)

These verbs might be of use

つかいます	のみます
つくります	はきます
見ます	食べます



# いいましょう 二



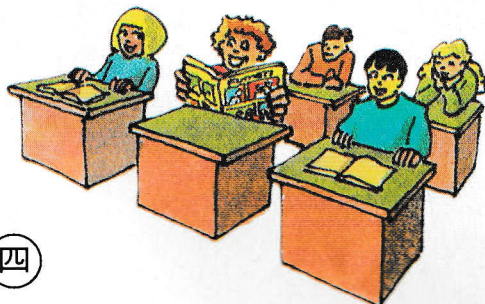
一



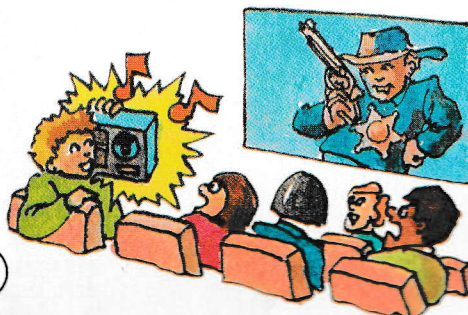
二



三

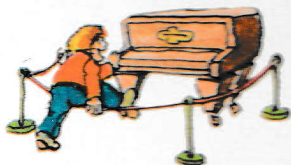


四



五

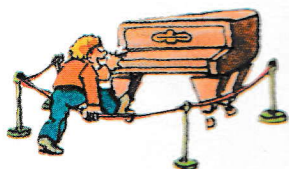
Using the example as a guide, tell these children that they are not allowed to do these things.



例:

ピアノをひいてはだめです。

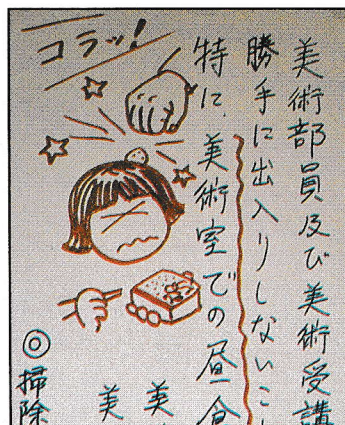
Using the example as a guide, comment on the behaviour of these children.



例:

A あのこは ピアノをひいています。  
B ひどいですね。ピアノをひいてはだめです。

This is a sign from an art classroom.  
What do you think is **だめ** in this room?





# いいましょう 三



Tシャツ

ジャケット

パンツ



ブラウス

キャミソール

スカート



レインコート

Using the example as a guide, talk about the colour of these clothes.

例:

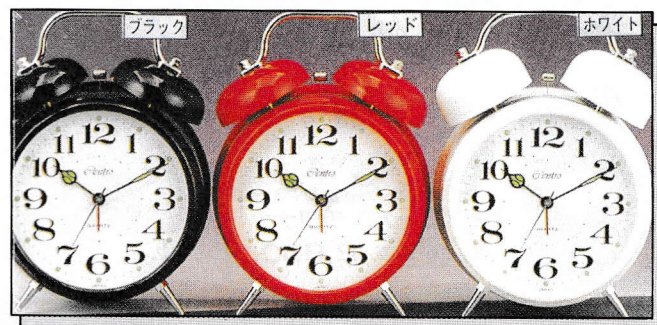
- A このジャケットは何いろですか。  
B あかいです。

Using the example as a guide, talk about whether you like these clothes.

例:

- A あかいジャケットはすきですか。  
B ええ、すきです。  
or  
いいえ、すきじゃないです。  
or  
いいえ、きらいです。





Using the example as a guide, talk about the colour of the advertised items.

例:

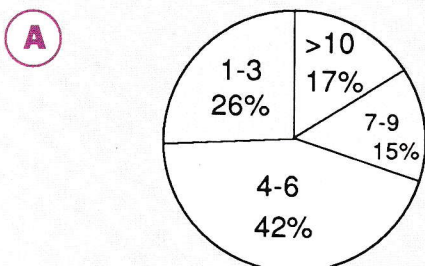
- A このいろはすきですか。  
 B ブラックですか。  
 はい、すきです。  
 or  
 いいえ、すきじゃないです。



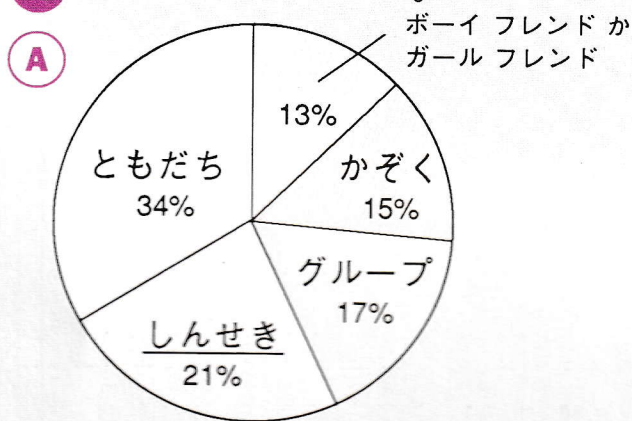
# とう きょう 東京 ディズニーランドのアンケート

This アンケート was compiled from the responses of students visiting 東京 ディズニーランド.

Q ディズニーランドへ 何かい 行きましたか。

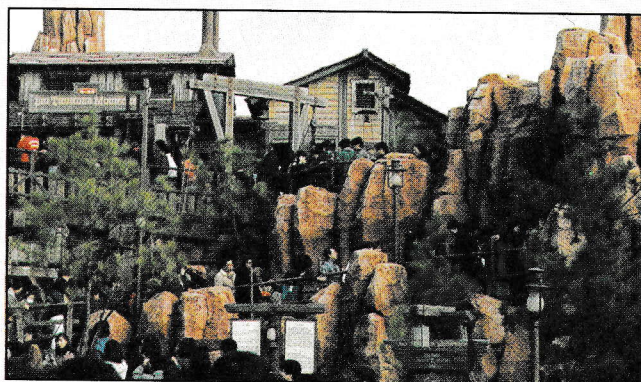


Q だれ と 行きましたか。



Q すきな アトラクション は 何 ですか。

- A
- 1 スペース・マウンテン
  - 2 ビッグサンダー・マウンテン



Q スナック は 何 を 食べましたか。

- A
- 1 ポップコーン
  - 2 アイスcream
  - 3 クレープ

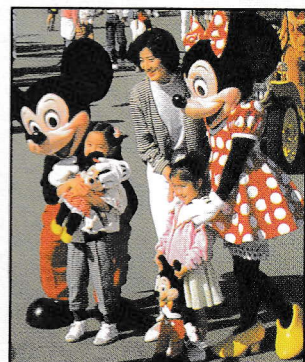
Q パレード を 見ましたか。

- A
- はい 95%  
いいえ 5%



Q おみやげ は 何 を かいましたか。

- A
- 1 ぬいぐるみ
  - 2 キーホルダー
  - 3 おかし



Q いくら つかいましたか。

- A
- 1 10,000—15,000円 49%
  - 2 5,000—10,000円 40%
  - 3 >15,000円 9%

パスポートが 4,000円,  
のこりの 5,000円—10,000 円が  
食事代 と おみやげ代 になります。

アンケート	—	survey
何かい	—	how many times?
先生	—	relatives
ぬいぐるみ	—	stuffed toys
いくら	—	how much?
円 (えん)	—	yen



# ともだちと

Make up a conversation with a partner. Decide who will be A and who will be B.

A お母さん、ただいま。

B あ、[B]さん、[B]くん、おかえりなさい。 やきゅうのトレーニング えい語のテスト はどうでしたか。

A よかった  
むずかしかった  
すごかった  
ですよ。お母さん、おなか が すいてます。

いま	ケーキ サンドイッチ ハンバーガー	を	食べてもいいですか。 つくってもいいですか。
----	-------------------------	---	---------------------------

B いいえ、だめですよ。 りんご オレンジ を食べて、 シャワーをあびてください。 おふろにはいってください。

こんばん	おばあさんのうちに行きます。 レストランでばんごはんを食べます。 お父さんとでかけます。
------	--

A ああ、そうですか。じゃ ほく わたし の あたらしい ジーンズ  
T・シャツ  
テニス シューズ

を	きてもいいですか。 はいてもいいですか。
---	-------------------------

B いいえ、だめです。その あかい パンツ  
ピンクの シャツ  
くろい くつ を きてください。  
はいてください。

A お母さん...あれは すき じゃない  
きらい ですよ。



# せいかつ

Hi everyone,

I told you it would happen. You know all that fuss they made about Yoko Tanaka's debut, well, she has almost disappeared from the scene. I guess they'll now have someone else starring on Top Stewardess and making a video and writing a book and selling heaps of records.

But that's not why I'm writing. Mr Tanaka has just got his mid-year bonus and he is letting us each choose a present. He's really nice, because he has included me as well. They really treat me like one of the family now.

I'm not exactly sure what the bonus is for, but Mr Tanaka explained that nearly all Japanese workers get a big part of their annual pay in one go. Actually, it happens twice a year, once at the start of summer and once just before Christmas. Everyone really looks forward to these bonus times and all the shops put out brochures full of ideas on how to spend all that money! I cut out a few bits from these brochures so you will know what I'm talking about in the rest of the letter.

Let's start with the youngest. Haruko has asked for a ROBO portable sing-along system. It's called a パーティカラオケ. The one she wants lets you be a からおけ singer and that's just what Haruko wants to be. She can't wait until she's old enough to go into a karaoke bar and show off her talent.

## パーティカラオケ

パーティー  
スイッチ  
「アンコール」  
「ファンファーレ」

スピード  
コントロール

エコー



She just sings all the time now. It's all because cousin Yoko told her she was かわいい and that she had a nice voice. Anyway, in these bars the customers get up and sing along with recorded music. The good thing about ROBO is that you can press a button to get wild applause and people screaming 'Encore!' I wouldn't mind a go myself.

Toshio wants to get a ビデオウォークマン. He says it's just essential because there is nothing to look at when you are walking around or travelling in the train. He can just see himself riding along on his bike, watching one of his favourite videos. Could be interesting! He wants the one you can plug into the car stereo system.

## ビデオウォークマン



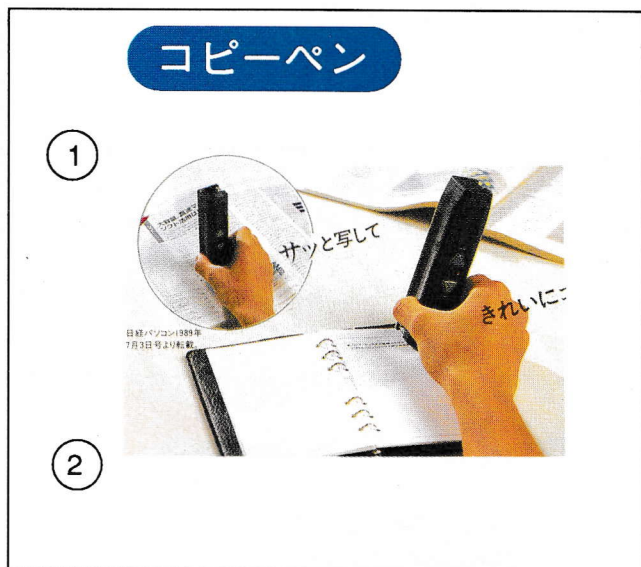
I'm next. What I really want is a ラップトップワープロ. It would be just great to be able to carry it around anywhere and do assignments and that.



## ラップトップワープロ



I could even write these letters on the train on the way to school. But I don't think it would be fair to ask for that, so I'm going to go for a コピーペン. They're just amazing. You just run them over some lines in a book, say, and then it will copy them into your notebook. It should be great for taking study notes, and if I ever go into the spy business.



Mrs Tanaka is getting the most expensive thing. That's fair. It's a カラービデオプリンター. It works like this. Say you're watching a video and you see something you really like. Well, you freeze that frame, press a button and out comes a colour print of it. Amazing! Mrs Tanaka wants it so she can get prints from family videos, like Haruko's birthday party last week. I suppose they could use the fantastic camera they have, but it's not my business, really.



Poor Mr Tanaka is getting himself the most boring thing. It's called a パームトップ コンピューター and as far as I can work out he can use it for business planning and records and communication and stuff like that. Anyway, I suppose he will have a go on the video printer when he feels like it.



Well, I hope I haven't bored you with all this. I just thought you'd like to see what's around over here. Sometimes I wonder about it all, but I suppose it all helps to make life better. I don't know. What do you think?

Anyway, must dash. I just heard Haruko scream and I think that means that Mr Tanaka is just arriving home. He just might have his arms full, so I might go and help him.

バイバイ  
シモン より

P.S. I'll post this tomorrow. Tonight I want to copy some of it into my diary. Guess what I'll be using to do it.



# いってみましょう

## 1 でかけてもいいですか。





You'd really like to go out with some friends, perhaps to see a film or have a pizza. You'll have to ask a parent permission for this and, of course, they will ask the usual questions, such as 'Where to? Who with? How will you get there? What time will you get home?' etc. etc...

Have your partner play the role of a concerned parent. If you can answer by making your parent feel confident that you are well organized, he or she will let you go. This means that you will have to answer without too much hesitation!

## 2 でんわをつかってもいいですか。

Your parents are going overseas for six months and they are letting you choose a friend to live with.

Using a survey form like the one below, ask three friends if you'll be allowed to do these things at their place. Your friends should respond honestly, basing their answers on what they are permitted to do.

	ペニー	ロバート	ジョー
			
			
			
			
			
			

Now that you have the answers, decide who you would prefer to move in with.



# 単語

## なに 何いろ What colour?

あおい	— blue
あかい	— red
きいろい	— yellow
くろい	— black
しろい	— white
ピンク(の)	— pink
みどり(の)	— green

## Expressions

うん	— yeah
きらいです	— I hate it
して くれませんか	— will you do this for me?
どうして?	— why?
ドライヤのなか	— in the clothes-dryer
はやく	— quickly, hurry up!
ひどい	— dreadful, terrible, what a cheek!
もちろん	— of course
らくだなあ	— this is really easy, what a breeze!

## New words

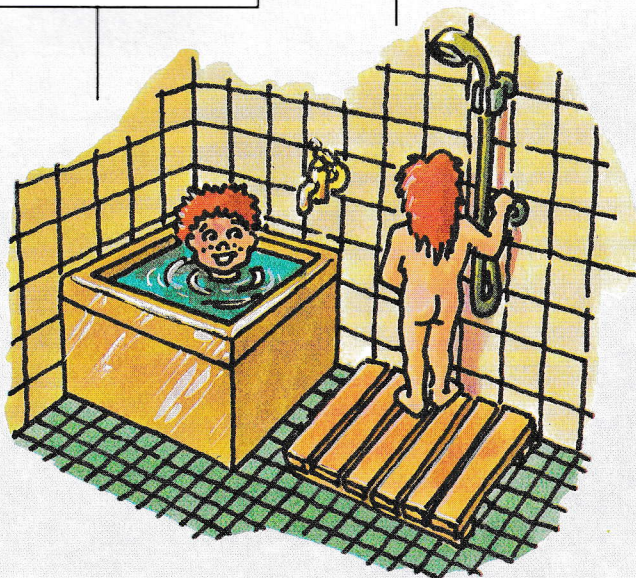
いっしょに	— together
おふろ	— bath
こどもたち	— children
シャンプー	— shampoo
ばんごはん	— evening meal
ベビー シッター	— baby-sitter
れいぞうこ	— fridge
わたしたち	— we

## Verbs

で かけます	— go out
ねます	— go to bed, go to sleep
あります	— there is, be (in a place)
つ くり ます	— make
と り ます	— take
は い り ます	— enter, go in
つ か い ます	— use

おふろ には います。

シャワー を あび ています。





# 日本語 ノート

## 一 Asking permission

When you ask permission to do something, you add **もいいですか** to the **て** form of the verb.

e.g. **パーティーに行ってもいいですか。**

May I go to the party?

If you are allowed to go, then your parent may say

**ええ、いいです。**

Yes, that's OK.

If you are told, **いいえ、だめです**, you are not allowed to go.

If you wish to tell someone that it is OK for them to do something, you can use this permission form without **か**.

e.g. **ジーンズをはいてもいいです。**  
It's OK to wear jeans.

## 二 Saying something is forbidden

When you want to say quite strongly that something is not allowed, **はだめです** is added to the **て** form of the verb.

e.g. **はしってはだめです!**

No running!

**このみせで食べてはだめです。**  
You're not allowed to eat in this shop.

## 三 Love it or hate it?

In 日本語, as in English, there are many ways of saying how much you like or dislike something. Look at the list below:

<b>だいすき</b>	I really like it, I love it
<b>すき</b>	I like it
<b>(あんまり) すき</b>	I'm not that keen on it, I
<b>じゃない</b>	don't like it
<b>きらい</b>	I hate it
<b>だい きらい</b>	I can't stand it, I loathe it

People generally use **(あんまり) すき** **じゃない** when they don't like something, rather than the stronger words **きらい** and **だいきらい**.

## 四 何いろですか。

Just when you thought you knew many colours in 日本語, you pick up a magazine or brochure and notice words like **レッド** and **ブルー** being used instead of **あかい** and **あおい**.

Just as in English when we use words like 'champagne' or 'milkwood' to describe beige and off-white, it is very popular in Japanese advertising to use the English colour words.

Colours that don't end in **い** are nouns in 日本語 and so **の** is used.

e.g. **みどりのセーターを かいました。**  
I bought a green jumper.

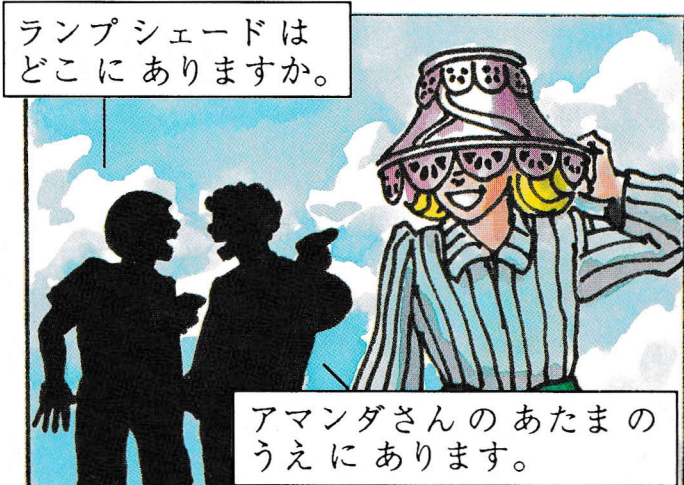
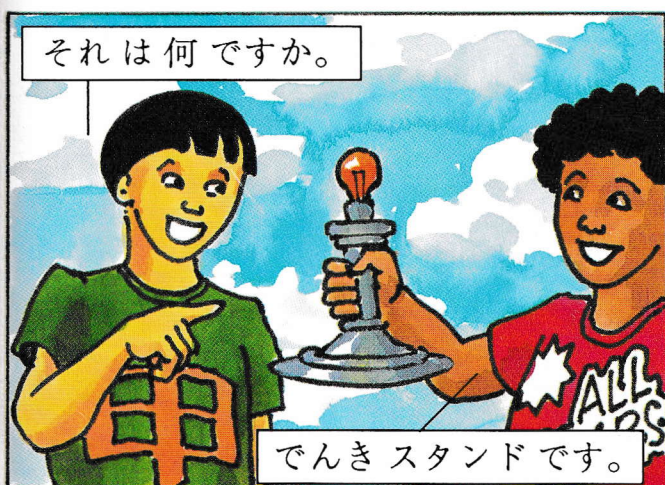
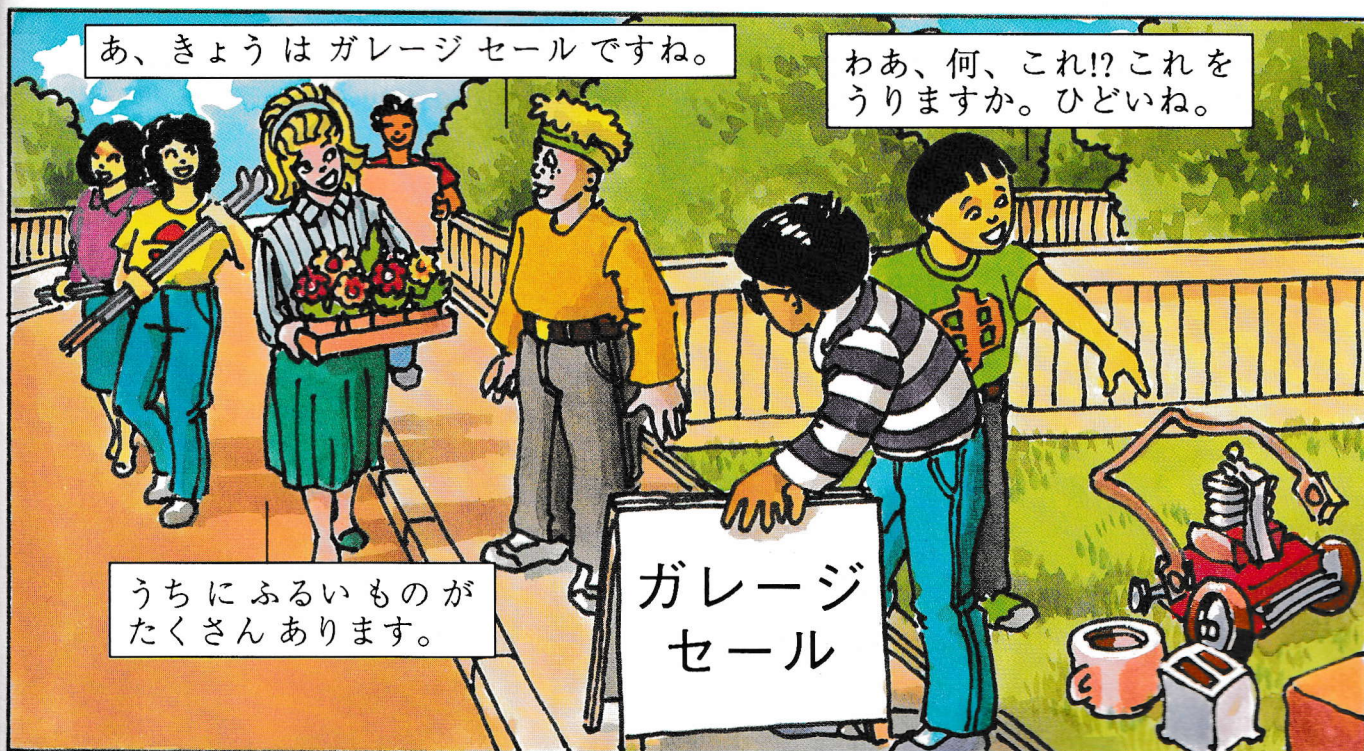
# おめでとう!

You are now able to use your 日本語 to:

- ask if you may do something
- tell someone what they are allowed to do
- tell someone what they must not do
- talk about how much you like or dislike something
- describe something using a colour



## 第七課 ・ このいすのあしはありますか。





何、それ? きたないね。ひどいね。

ふるいたんすですね。  
それをうりますか。



うえきはいくらですか。

うえきはぜんぶ  
一ドルです。



じゃ、それをください。



ありがとうございます。

ああ...



このいすのあしは  
ありますか。

ええと...

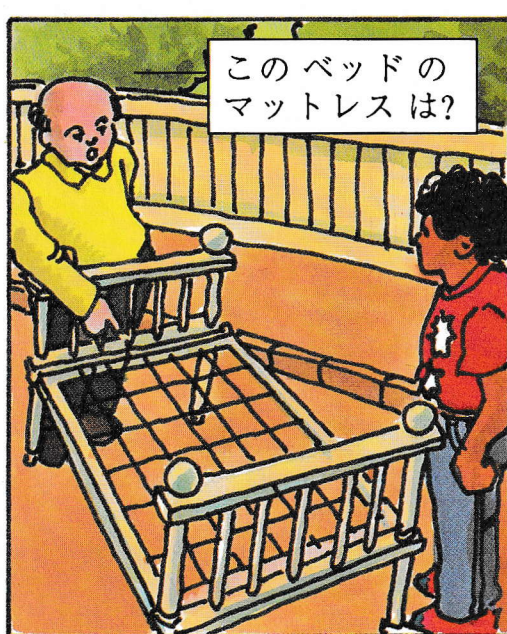


このくまのては  
ありますか。

ボールはどこですか。



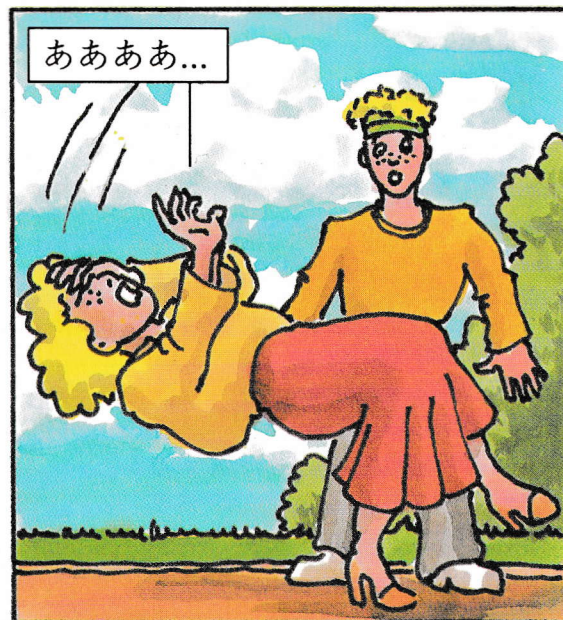
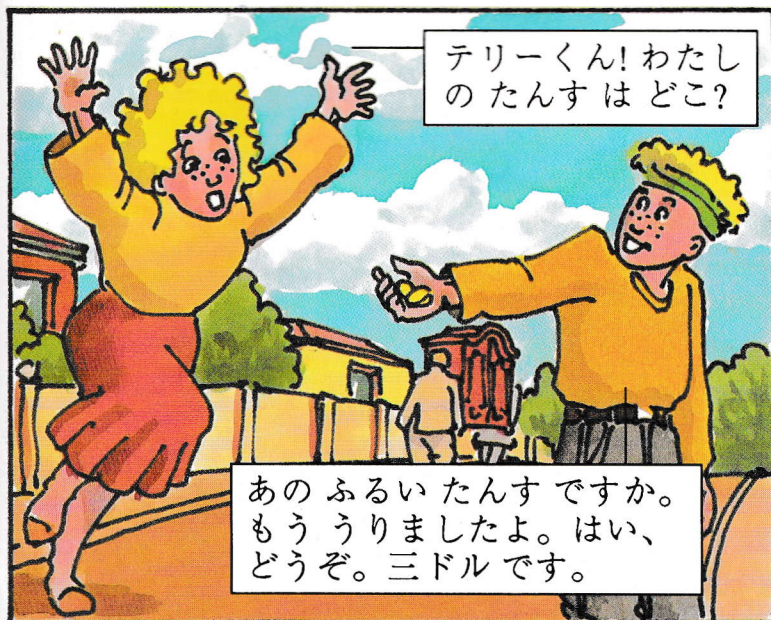
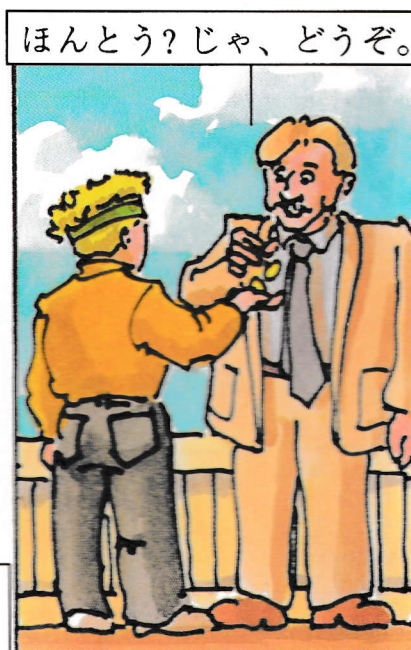
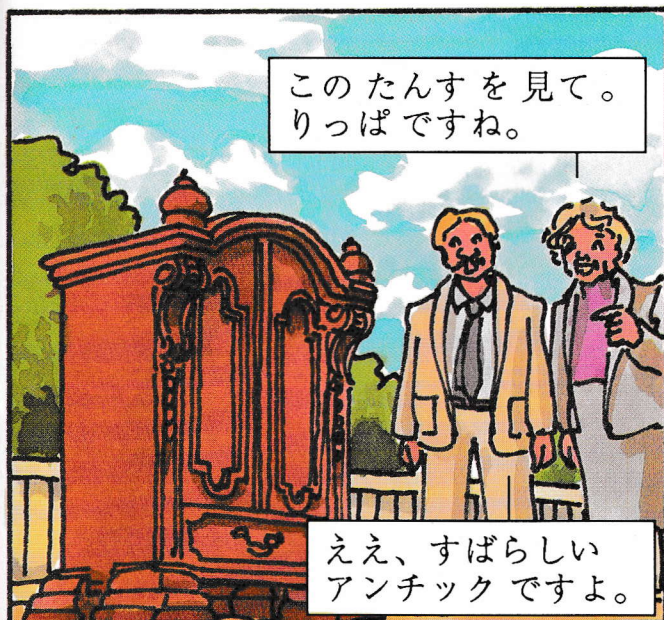
このベッドの  
マットレスは?



ゴルフバッグは  
ありますか。









# いいましょうー



Using the example as a guide, talk about the location of each shop.

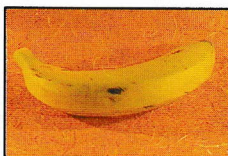
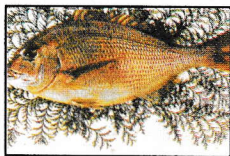
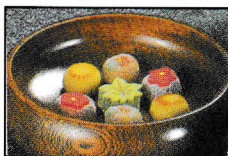
例:

- A やおやはどこにありますか。  
 B やおやですか。やおやはにくやのとなりにあります。  
 or  
 やおやはおかしやとにくやのあいだにあります。

Using the example as a guide, talk about where things are.

例:

- A ポストはどこですか。  
 B パンやのまえです。



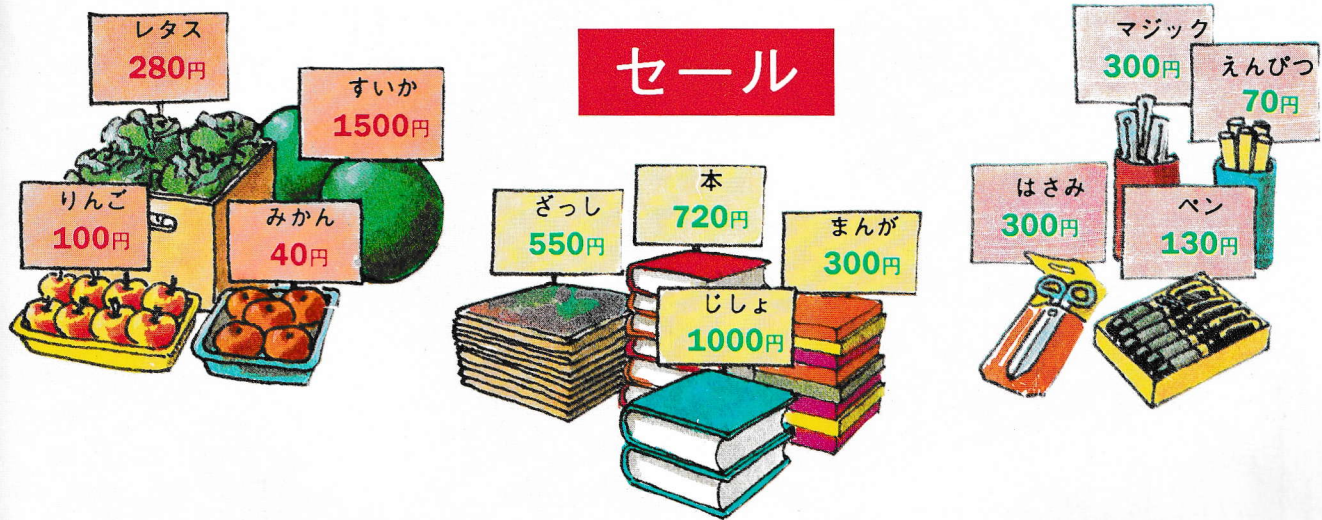
Using the example as a guide, talk about your shopping.

例:

- A そのバナナをどこで買いましたか。  
 B あのやおやで買いました。



# いいましょう 二



Using the example as a guide, do a stock-take in each section.

例:

- A 本は何さつありますか。  
 B 六さつあります。  
 A レタスはいくつありますか。  
 B 四つあります。  
 A マジックは何本ありますか。  
 B 三本あります。

Using the example as a guide, find out if the item is in stock and buy it.

例:

- A はさみはありますか。  
 B はい、あります。  
 A じゃ、それをください。

Using the example as a guide, find out the price of the item.

例:

- A はさみはいくらですか。  
 B 300 円です。

Using the example as a guide, buy the items.

例:

- A りんごを五つください。  
 B はい。  
 じゃ、ぜんぶで500 円です。



# ともだちと

Make up a conversation with a partner. Decide who will be A and who will be B.

アイスクリーム の みせで



A いらっしゃいませ。

B チョコチップ  
パイナップル の アイスクリーム は ありますか。

A すみません、きょう チョコチップ  
パイナップル は ありません。

B ああ、そう。じゃ、その ピンク の  
グリーン の アイスクリーム は 何 ですか。  
イエロー の

A これ ですか。これは ストロベリー  
ペパーミント です。  
バナナ

B いくら ですか。

A シングル は 150円  
200円 です。ダブル は 200円  
300円 です。

B シングル  
ダブル は たかい  
やすい ですね。 ストロベリー  
ペパーミント の シングル  
ダブル を 一つ  
二つ ください。

A 150円  
200円  
300円  
400円  
600円 です。ありがとう ございます。



## がんばれ

### Accentuate the positive

Everyone learning Japanese, at one stage or another, gets a little bit discouraged by how hard it is to read the language. It can happen when a friend or family member asks you to read a brochure or a newspaper headline or sign, and you just can't do it.

But what these people may not realize is that for a Japanese learner, what comes first is speaking the language, a good practical skill that enables you to communicate with Japanese people. Whereas in, say, French or German, reading is perhaps the easiest language skill to acquire, in Japanese it is something requiring patient perseverance over a number of years. After all, it takes school students in Japan nine years to become familiar with all the characters in their own language!

This does not mean that you give up, of course. It just means that you have to be realistic and apply some positive reading skills to your Japanese reading. Let's take an example from the Disneyland survey in Unit 6.

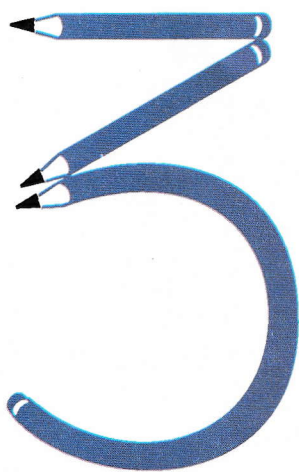
パスポートが4,000円、のこりの5,000円  
-10,000円が食事代とおみやげ代に  
なります。

You will notice that in this sentence we have highlighted everything you know. You can read 'passport' in katakana, you know the kanji for yen (円) and for food (食), and you surely recognise the word おみやげ. You also know that this question is about how money was spent by students at Disneyland.

This is what you need to do every time you attempt to read something in Japanese. Don't focus on what you don't know, but highlight what you do. You will still be left with some gaps in your understanding, but you can often fill some of these with some intelligent guessing at the meaning from the overall context of the sentence. In this way you can often come to understand the gist of what you are reading.

So, accentuate the positive: think about the rapid progress you have made in speaking Japanese and, when it comes to reading, concentrate on what you do know.

## うた・かぞえましょう



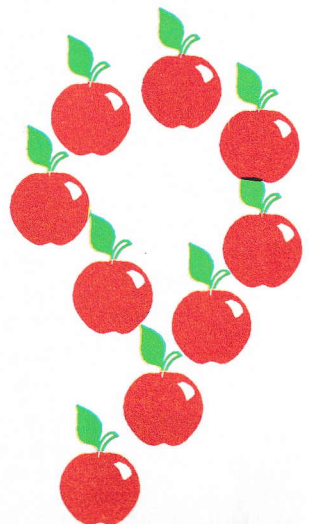
ペットはどうかぞえるの?  
いっぴき、にひき、さんびき、よんひきよ!  
かぞえるのはやさしいよ!

ともだちはどうかぞえるの?  
ひとり、ふたり、さんにん、よにんよ!  
かぞえるのはやさしいよ!

じしょはどうかぞえるの?  
いっさつ、にさつ、さんさつ、よんさつよ!  
かぞえるのはやさしいよ!

えんぴつはどうかぞえるの?  
いっぽん、にほん、さんぽん、よんほんよ!  
かぞえるのはやさしいよ!

りんごはどうかぞえるの?  
ひとつ、ふたつ、みっつ、よっつよ!  
かぞえるのはやさしいよ!





# いってみましょう

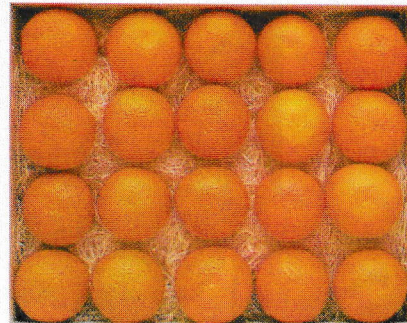
## 1 おみまい

You have probably heard how expensive some of the specially grown or imported fruit is in Japan. Below is a selection from a department store.

You and your friend are going to visit your teacher who is sick in hospital, and have decided to take some fruit. Take it in turns to point out what is available, how much it costs (whether or not it is expensive) and decide what you'll buy.



みかん  
3kg 5,800円



オレンジ  
20コ 3,500円



キーウィフルーツ  
20コ 3,000円



さくらんぼ  
1kg 6,000円



メロン  
4,800円



パパイヤ  
パパイヤ 4コ、レモン 1コ  
3,500円



## 2 マクドナルド

You and your friend would both like to get a part-time job at **マクドナルド** on the **ぎんざ** during the summer holidays. You're both a bit worried about whether you'll be able to take down the orders and add up the prices quickly if the cash register breaks down.

Use the breakfast menu below to test each other. Take it in turns to decide what you'd like to have for breakfast and order it from your partner, who will take it down and tell you the total price.

You could take down the order in your own English (or Japanese!) shorthand, but you'll have to practise confirming the order and saying the prices in **日本語**. Your order may sound like this:

ソーセージマフィンを一つ、ハッシュポテトを二つください。  
そしてホットチョコレートをください。

Breakfast  
朝11時までのメニュー

<p><b>¥260</b> ソーセージマフィン</p>		<p><b>¥250</b> ホットケーキ</p>	
<p><b>¥300</b> ソーセージエッグマフィン</p>	<p><b>¥400</b> ソーセージブレイクファースト</p>	<p><b>¥250</b> スクランブルエッグ・マフィン</p>	
<p><b>¥260</b> フィレオフィッシュ</p>	<p><b>¥250</b> エッグマックマフィン</p>	<p><b>¥100</b> ハッシュポテト</p>	
<p>5個入り <b>¥260</b> 9個入り <b>¥460</b> 16個入り <b>¥780</b> チキンマックナゲット</p>		<p>バニラ <b>¥220</b> ストロベリー マックシェイク</p>	
<p>ブルーベリー <b>¥180</b> ストロベリー <b>¥100</b> サンデー</p>		<p>McDonald's</p>	

オレンジドリンク	— M ¥200 S ¥140	ミルク	— ¥120
コカ・コーラ スプライト	— L ¥220	コーヒー	— ¥160
ファンタオレンジ	— M ¥150 S ¥120	アイスコーヒー	— 夏季のみ販売 M ¥200 S ¥150
コーンポタージュスープ	— ¥160	アイステイ	— 夏季のみ販売 ¥150
ホットチョコレート	— 冬季のみ販売 ¥160	ギフトカード	— 1枚 ¥200

一部地域では、販売商品が異なります。表示価格は税抜き価格です。



# 日本料理・Japanese food

If you visited Japan, you would find many familiar fast foods like **スパゲッティ**, **ピザ** and **ハンバーガー**, but why not try some *real* **日本料理**.

**すし** is thin slices of raw fish resting on a small block of rice that has been flavoured with sweetened vinegar. This style of **すし** is called **にぎりずし**.



Another famous Japanese dish is **てんぷら**, which is a combination of pieces of fish and vegetables deep-fried in a very light batter. A dipping sauce with soy sauce, grated radish and ginger accompanies the dish. In some **てんぷら** restaurants in Japan, the **てんぷら** is cooked piece by piece in front of you and served to you immediately.



Beware of the **わさび** which is the very hot, green paste dabbed onto the rice. Can you guess why **わさび** has a nickname of **なみだ**(tears)?

Another popular style of **すし** is **まきずし**. This is strips of vegetables or fish placed on rice and rolled in **のり** seaweed. **のり** is dried seaweed which has been pressed into a crisp, flat, shiny sheet. The rolls are then cut into slices.

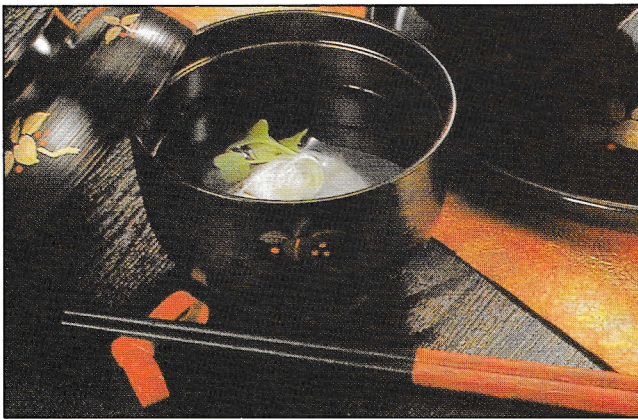


Accompanying these dishes and others may be soups such as **みそしる** or **すいもの**. **みそしる** is a soybean paste soup and many people enjoy it for breakfast. **すいもの** is a clear soup perhaps containing fish or chicken.



**さしみ**, like **すし**, is a raw fish dish. Slices of fresh fish are skilfully cut and arranged attractively. The slices are eaten after being dipped in soy sauce seasoned with **わさび**.



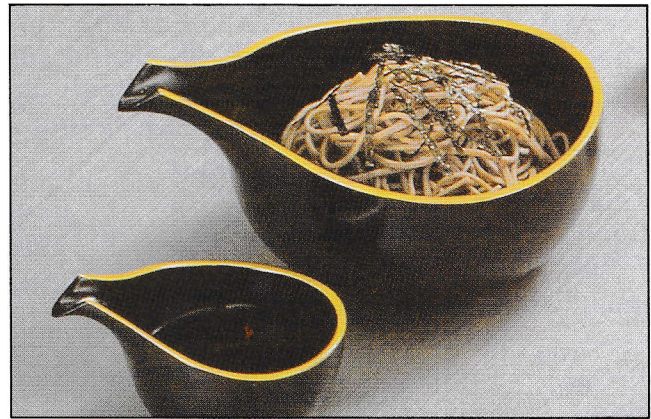


Of course Japan's staple food is rice (ごはん). The importance of rice is shown by the fact that the word **ごはん** means both *rice* and *a meal*. Steamed rice is served at nearly every meal. **ごはん** also is used as the base for a range of other dishes.

A quick lunch is **てんどん** which consists of deep-fried prawn cutlets on a bowlful of hot rice.



In Japan, the traditional 'fast food' has always been noodles. There are several kinds of noodles that are very popular. White **うどん** are made from wheat and are served piping hot in a soup, often with various accompaniments on top.



Brown **そば** noodles are made from buckwheat and these can also be served in a soup or they are tasty served with simply a dipping sauce.

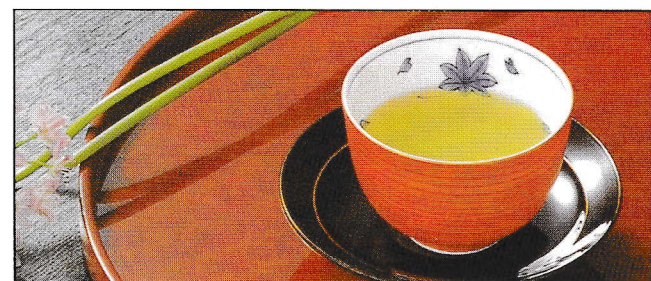
Chinese noodles in **日本語** are called **ラーメン** and these are a popular dish to order in a Chinese restaurant or noodle shop.



All noodles are eaten with chopsticks and hearty slurping is not considered rude!

One-pot dishes cooked at the table are a regular family meal. The most famous of these is **すきやき**, a dish of thinly sliced meat, vegetables, **とうふ** (bean curd) and **はるさめ** (spring rain) noodles cooked together in a sweetened soy sauce broth.

Meals are completed with **おちゃ**, which is taken without milk or sugar.





# 日本語 ノート

## 一 Do you have ...? Is there ...?

In Unit 4 you learnt to use **います** to tell where people or animals are. To tell where things are, the verb **あります** is used. As with **います**, you must put **に** after the place.

e.g. **パンやはあそこにあります。**

The bakery is over there.

**うちはパンヤのとなりにあります。**

Our house is next door to the bakery.

As with **(に)います**, **です** can be used instead of **(に)あります**.

e.g. **でんわはつくえのうえです。**

The phone is on the desk.

**あります** is also used to mean *have*.

e.g. **ピンクのマジックはありますか。**

Have you got a pink highlighter pen?

**はい、あります。**

Yes, I have.

**いいえ、ありません。**

No, I haven't.

## 二 In between

To say something is between two things, you must name the two things on either side and then add **(の)あいだ**.

e.g. **うちはがっこうとこうえんのあいだです。**

Our house is in between the school and the park.

## 三 More about counting

You have learned to count your pets with the **ひき** counter for animals and to count friends and family with the **り/にん(人)** counter for people. There are many other counters used in **日本語**. In some cases it depends on what is being counted. For example, if you want to count books, magazines etc., you must use **さつ**.

e.g. **本を三さつ買いました。**

I bought three books.

In other cases it depends on the shape of the item. When you are counting long, thin objects like pens, pencils, trees, bottles etc., the counter **ほん(本)** is used.

e.g. **えんぴつを六本買いました。**

I bought six pencils.

Do note that you cannot count books **(本)** with the counter **本!** **さつ** is counted in the same way as **さい**. To count one book is **いっさつ**, and eight books is **はっさつ**.

There is another number system that is used for things that do not clearly fit one of the 'counter' categories. These are the **つ** numbers.

e.g. **ハンバーガーを二つ買いました。**

I bought two hamburgers.

**おかしを八つ食べました。**

I ate eight sweets.

The **つ** numbers, which only go to ten, are widely used. Little children often use **ひとつ(一つ)**, **ふたつ(二つ)**, **みっつ(三つ)** to tell their age. **Ten** in the **つ** numbers is written **とお(十)**. In many Japanese advertisements you will notice that **こ(コ)** is often used to count small objects like pieces of fruit, eggs etc. The counters and **つ** numbers go *before* the verb or **ください**.

## 四 Using ください

In **きもの 1**, you learned to ask people to do things using **ください**.

e.g. **ペンをかしてください。**

Please lend me your pen.

**ください** can also be used to ask for or to order things.

e.g. **これをください。**

Please give me this.

**コーヒーを二つください。**

Two coffees, please.

## 五 ¥ = 円

Japanese currency is called **えん**. In **かんじ** it is **円** and **¥** is the international symbol. **円** goes after the number (**百円**) but **¥** goes before (**¥100**).



# 単語

## New words

あいだ	— between
うえき	— pot plant
うります	— sell
くま	— bear
たんす	— wardrobe
となり	— next to
にく	— meat
もの	— things

## Adjectives

すばらしい	— wonderful
たかい	— expensive, high
ふるい	— old (for things)
りっぱ	— great, magnificent
やすい	— cheap

## 本や bookshop

～さつ	— counter for books
ざっし	— magazine
じしょ	— dictionary

## ぶんぼうぐや stationery shop

はさみ	— scissors
マジック	— highlighter pen

## やおや greengrocer

すいか	— watermelon
みかん	— mandarin
りんご	— apple
やさい	— vegetables

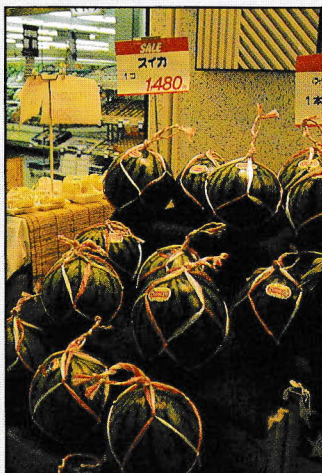


## Expressions

いくらですか	— How much is...?
いらっしゃいませ	— welcome, can I help you?
信じられない	— that's unbelievable
しょうがない	— can't be helped
ぜんぶで(いくらですか)	— (How much) in all?

## カタカナの単語











アンティーク	— antique
ガレージセール	— garage sale
ゴルフクラブ	— golf clubs
ゴルフバッグ	— golf bag
でんきスタンド	— lamp
ポスト	— post-box
マットレス	— mattress
ランプシェード	— lampshade




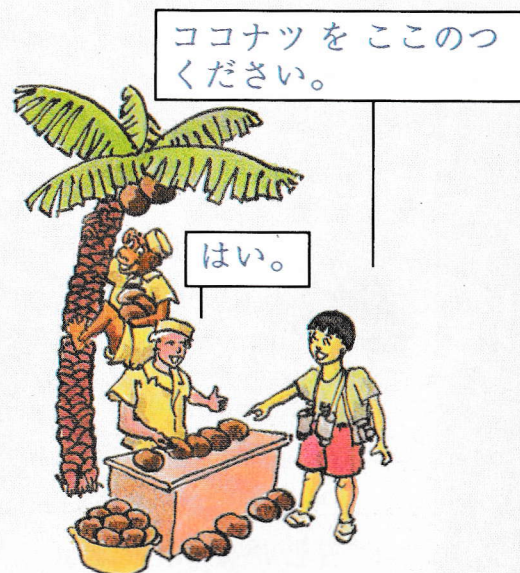
## Numbers to 10 000

せん	— 1000
にせん	— 2000
さんぜん	— 3000
よんせん	— 4000
ごせん	— 5000
ろくせん	— 6000
ななせん	— 7000
はっせん	— 8000
きゅうせん	— 9000
いちまん	— 10 000



いくつ づ numbers	
ひとつ	一つ — 
ふたつ	二つ — 
みっつ	三つ — 
よっつ	四つ — 
いつつ	五つ — 
むっつ	六つ — 
ななつ	七つ — 
やっつ	八つ — 
ここのつ	九つ — 
とお	十 — 

なんぼん(何本) 本 counter	
いっぽん	一本 — 
にほん	二本 — 
さんぼん	三本 — 
よんぼん	四本 — 
ごぼん	五本 — 
ろっぽん	六本 — 
ななぼん	七本 — 
はっぽん	八本 — 
きゅうぼん	九本 — 
じゅうぼん	十本 — 



## おめでとう!

You are now able to use your 日本語 to:

- ask and tell where something is
- ask what is available when shopping
- ask and tell how much things cost
- decide what to buy
- calculate the price of items
- count various objects
- count to 10 000



# 第八課 ・ はし が つかえますか。



みなさん、おはよう。

おはよう ございます。

きょうのじゅぎょうは...  
さくぶんをかいてください。

さくぶん!? ひどい!  
せんせい、ビデオ  
を見ましょうよ。

だめ! さくぶん!



えんぴつでかいて  
も いいですか。

いいえ、くろいペン  
で かいてください。

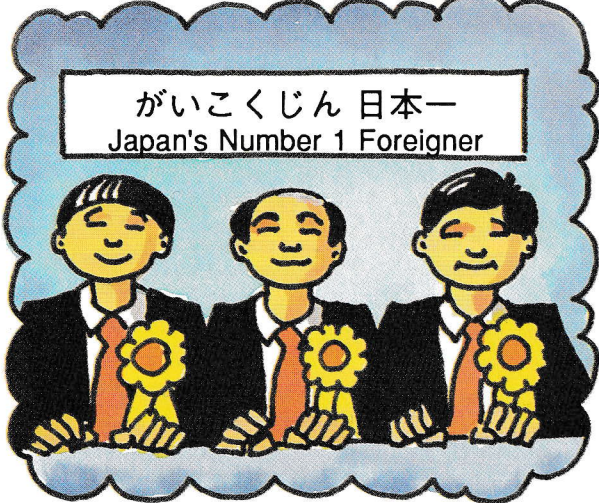


ローマジでかいても いいですか。

だめですよ。かんじと  
ひらがなとカタカナで  
かいてください。だいは  
「日本へ行きました。」  
です。がんばってね。

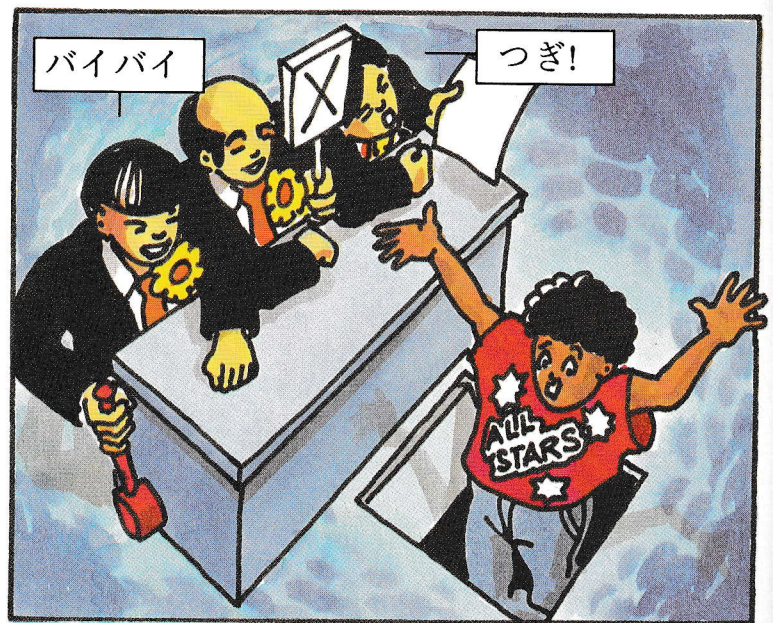


さくぶん なまえ: ホセ  
「日本へ行きました」  
せんしゅう日本へ  
行きました。  
がいじん日本一  
コンテストが  
ありました。  
...



がいこくじん 日本一  
Japan's Number 1 Foreigner





ホセくんはかんじがよめますか。



おすしが食べられますか。

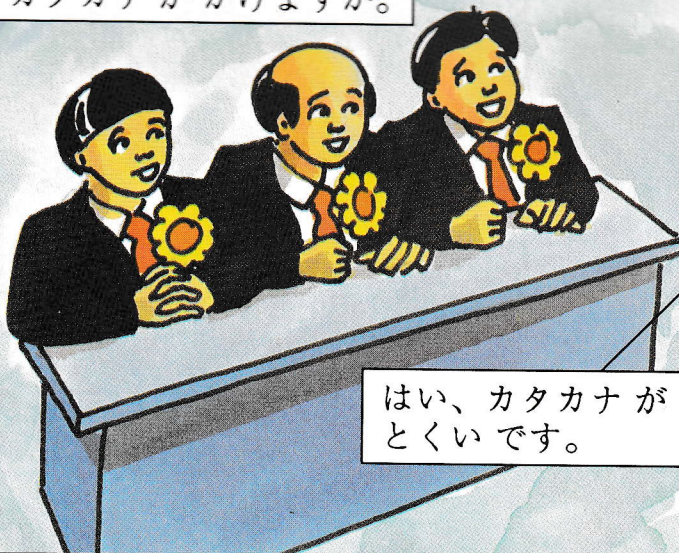


はい、よくよめます。



はい、だいすきです。おいしいですね。

カタカナがかけますか。



はい、カタカナがとくいです。



おりがみができますか。



日本語のうたがうたえますか。



はい、すこし。



はい、もちろん!



ことしのがいじん  
日本一はホセくん  
です。おめでとう  
ございます。



ホセくん、日本語が  
じょうずですね。



ありがとうございます。

すごいですね。



おめでとう。

スピーチ! スピーチ。

スピーチを...

ホセくん、何をして  
いますか。ここにきて!



何、これ!

さくぶん なまえ: ホセ  
「日本へ行きました」

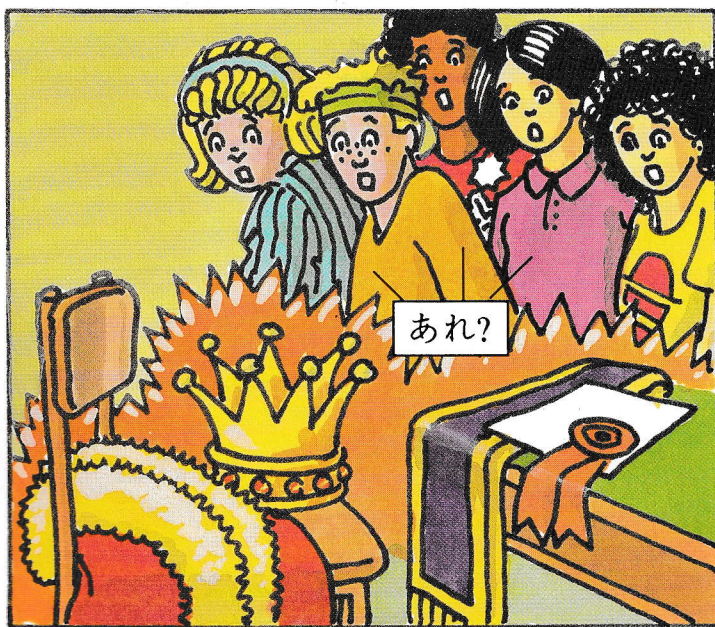
せんしゅう 日本へ  
行きました。  
がいじん 日本一  
コンテストが  
ありました。



みなさん、もうひるやすみ  
です。行ってもいいですよ。



あれ?





# いいましょうー

nihon e ikimasu

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---

Un voyage  
au Japon

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I'm going to Japan

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---

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---

---



我到 日本去

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---

---

---

---

---

---

Voy a Japon

---

---

---

---

---

---

---



日本へ  
行きます

---

---

---

---

---

---

---



ニホンへ  
イキマス

---

---

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---

---

---

Using the example as a guide, talk about which script or language each character is using to write their essay.

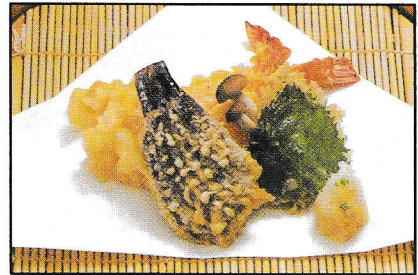
例:

- A** ゆうこさんはひらがなでかいていますか。  
**B** いいえ、カタカナでかいています。

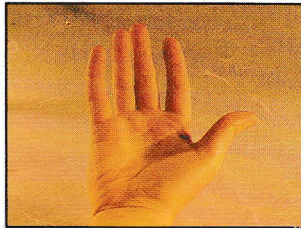




## いいましょう 二



スプーン



て



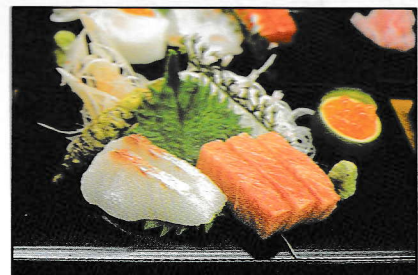
ナイフ



はし



フォーク



Using the example as a guide, say which implement is best to use when eating these foods.

例:

- A てんぷらはてで食べますか。  
B いいえ、はしで食べます。

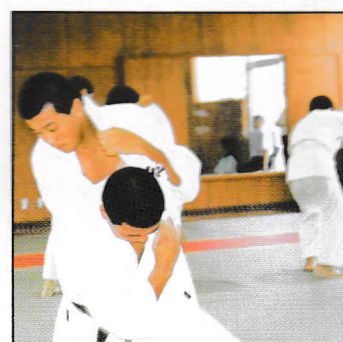
Using the example as a guide, talk about whether you are able to eat these foods.

例:

- A にくが食べられますか。  
B はい、食べられます。  
or  
いいえ、食べられません。



# いいましょう 三



Using the example as a guide, ask if someone is able to do these things or play these sports.

The verbs in the box may be of use.

例:

A かんじがよめますか。  
B はい、すこしよめます。  
or  
いいえ、あまりよめません。

A テニスができますか。  
B はい、できます。  
or  
いいえ、できません。

よめます  
できます  
かけます  
つかえます



# ともだちと

Aさんは日本人です。Bさんはがいこく人です。  
でんしゃのなかではなしています。

Make up a conversation with a partner. Decide who will be A and who will be B.

A ここにすわってもいいですか。

B はい、どうぞ。

A あ、日本語が はなせます  
できます ね。

B すこし はなせます。  
できます。 日本語は おもしろい  
むずかしい です。

A ああ、そうですか。 ひらがな  
カタカナ は どうですか。 かけますか。  
よめますか。

B はい かけます。  
よめます。 がっこうでべんきょうしています。

A がっこうで...? どこからきましたか。

B アメリカ  
オーストラリア からきました。  
ニュージーランド

A ああ、そうですか。せんせいは 日本人  
アメリカ人  
ニュージーランド人  
オーストラリア人 ですか。

B はい、  
いいえ、 日本人  
アメリカ人  
ニュージーランド人  
オーストラリア人 です。 よく  
いつも 日本語  
えい語 ではなします。

A [B]さん  
[B]くん は日本語がじょうずですね。

B いいえ、そうでもないです。

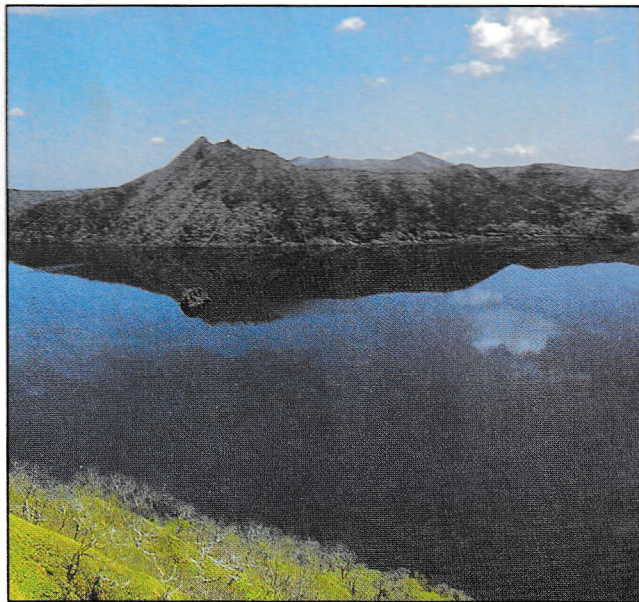


# せいかつ

Hi everyone,

We're just back from this really excellent holiday. I just have to write about it before I forget all the details. I'll put it all in this letter, then I'll copy the best bits into my diary with my コピー ペン.

Where do I start? Well, we went to <sup>ほっかいどう</sup>北海道. I suppose you've forgotten where it is. Have you got a map or something? It's an island and it's a really brilliant place. It's just so different from the rest of Japan. You know how, when you think of Japan, you think of ancient temples and traditions and crowded cities nearly all joining up, well, in 北海道 it's just the opposite. It's like Japan's wilderness area, just so natural and sort of untouched. It's all volcanoes and forests and stuff like that.

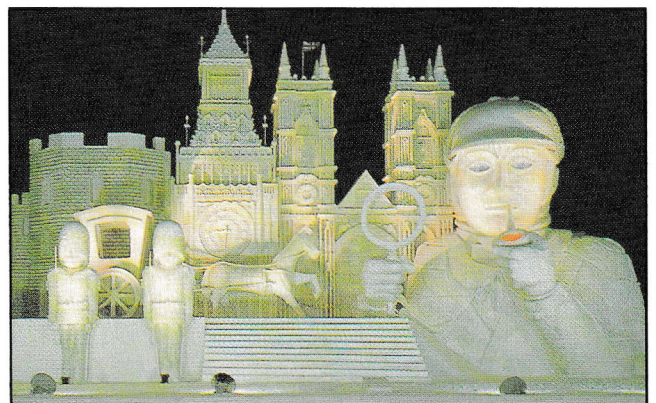


The main reason there aren't that many cities on 北海道 is that it has really only been settled since 1868. Well, there were native people living there. They are called ainu, and there are still some left, but not that many. We saw some of these Japanese aborigines in an ainu village. I suppose it was interesting, but I thought it was a bit sad because it was all touristy. They did this sort of native dance for us, but they didn't seem to have their hearts in it.



We nearly didn't get to see all of this. Mrs Tanaka's idea was to go to さっぽろ, the modern capital of 北海道 and spend two weeks in a luxury hotel there. It's a really modern city with everything well planned and it's really easy to find your way around to all the shops. She told Mr Tanaka about the big brewery there and said that we could all go and watch them making beer. That would be fascinating!

You might have heard of さっぽろ. It's where they had the 1972 Winter Olympics. It's also where they have the Snow Festival in February. The locals make these fantastic sculptures in ice and snow. I don't just mean snowmen, I mean full-sized replicas of buildings like the Opera House or huge monsters or giant slides. Here's one of シャーロック ホームズ.

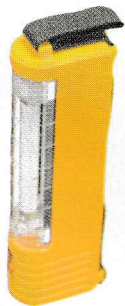


I haven't been there in winter, but I have seen it all on TV. In February, all the channels here have daily news broadcasts with the latest from



the Snow Festival. About 2 million people go to the Snow Festival every year. I'm hoping to get there myself one year.

But I'm getting off the track, because we didn't really stay in さっぽろ and we didn't stay in a hotel, and we went in June. When we saw the holiday brochures about 北海道 and it being called キャンプロード, Toshio, Haruko and I wanted to go camping. It just seemed right to have a bit of a rugged holiday in this wild part of the world. The Tanakas didn't have any camping equipment, but you could hire everything you needed. I think it would have been really nice, with matching tent and camp furniture and sleeping bags and all that.



ランプ



テント



アイスボックス



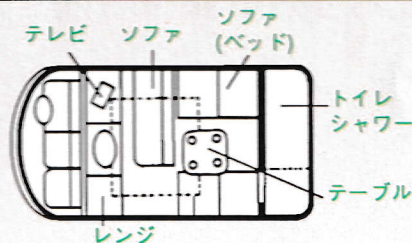
スコップ



テーブルセット

But Mrs Tanaka was not in the mood for roughing it, and besides all Mr Tanaka could talk about was which campervan (キャンピングカー) we would choose. He kept telling Mrs Tanaka how luxurious they were, and when he spoke to us he said it was just like camping — except that we would have more room for video walkmans and computers and other essentials. I have to admit the camper we chose was really nice and I got to have the bed over the driver's cabin.

## キャンピングカー



We didn't pick up our campervan until we got to 北海道. To get there, we took the 新幹線 to the north of ほんしゅう, then we caught another train which took us under the sea to 北海道 through the Seikan Tunnel. This tunnel is 53 kilometres long and we were all looking forward to going through it. It was a bit disappointing, really, because you were going along, and then it just became dark and that was it. Still, I don't know what I expected. Half-way through the tunnel we got out and visited the museum they have there that shows you all this stuff about how they built it and that. It was finished in 1988.

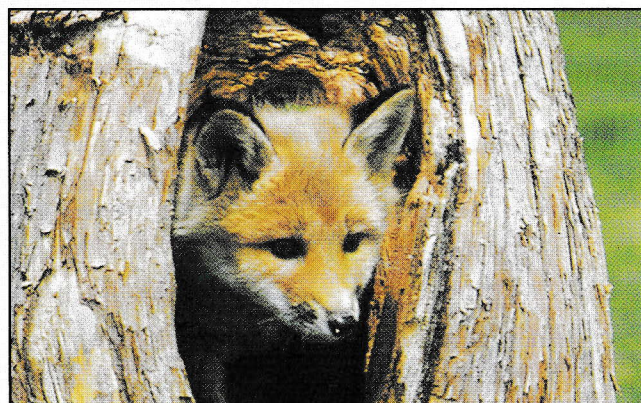
The best part of our holiday in 北海道 was just being in such a wild place. It wasn't all tame and civilised, if you know what I mean. Mr Tanaka had to drive the campervan really carefully because there were all these really steep cliffs



and volcanic craters and we kept thinking about going over. The most famous 北海道 volcano just popped up in a potato patch in 1945 while the farmer was working in it. It grew 20 cm a day for seven months and it erupted. After the eruption 北海道 had a new volcano, nearly 400 metres high. Lots of the volcanic craters on the island are filled up with beautiful lakes and you can walk around them or hire boats to go cruising on them. Then there were also lots of hot springs and steaming mud pools all over the island — no wonder there are so many おんせん in 北海道. The most famous one is called のぼりべつ おんせん. It's a huge complex of all different types of hot spa baths, all with luxury hotels around. I wasn't interested in the おんせん, but I was really rapt in じごく だに. Know what that means? The Valley of Hell. When you see it, you know why. It's this huge crater full of boiling mud. It has this scary, hissing sound and the smell is just disgusting — just like rotten egg gas. They say it is a favourite place for suicides. What an off place to jump into!

Summer in and around とうきょう can be really hot and humid, so a lot of Japanese people come to 北海道 where it is a lot cooler and drier. We saw lots of other campervans, especially in だいせつざん National Park, right in the centre of the island. If you can't go anywhere else in 北海道, go there. You can see all forests and waterfalls and that, as well as bears and deer. Well, we saw some deer, but we didn't see any bears until we went to this bear ranch. It was all right, but the bears seemed really bored and lazy.

The best animals we saw were the foxes at the fox shrine which was right near a peppermint farm. That's right, peppermint. You see it growing everywhere in the cleared areas outside the National Park and the plants look really excellent when they are in flower. I didn't know peppermint came from a plant. I thought it was just a flavour. Anyway, these foxes were really cute and friendly. They're my favourite animal now, they're just so foxy.



I should mention some of the food we had, too. My favourite thing was いしかり なべ, which is a sort of soup made up of chunks of salmon with vegetables, seaweed and みそ bean paste. Salmon is one of the most popular foods in 北海道. In fact, they really go in for all sorts of fish and seafood. In one place we saw けがし に. These are great hairy crabs. They had giant replicas of them hanging over the doorway of the restaurant. It is illegal to catch these crabs, but it's not illegal to eat them. We didn't try them, we had ジンギスカン instead. It's a sort of lamb stew. The thing is, you know that all the ingredients are fresh in 北海道 because that's where many of the farms and fisheries are.

Anyway, it was a really great holiday. It was a part of Japan I didn't really know anything about. The people were really great, too. Living up there they didn't seem to be so worried about traditions and customs. It's hard to explain, but they seemed a bit freer or something. We were glad to get home, but now the Tanakas are talking about going back in February for the Snow Festival. That would be really fantastic. Mrs Tanaka might get her stay in her posh hotel.

I hope you can read these bits of brochures I've sent with the letter. It doesn't matter if you can't understand them all — I can't either. But you should get a good idea about a lot of it.

I'll be home in a few weeks and I'm looking forward to catching up with you all again.

Until then,

Lots of love,

シモン                      より



# 日本語 ノート

## 一 More about で

You have learned that **で** means **by** a mode of transport.

e.g. バス で かえりました。  
I came home by bus.

You have also used **で** to mean **at** (or **in**) a place.

e.g. みせ で 買いました。  
I bought it at the shop.

**で** can also be used to mean **in** a language, or **in** a script such as ひらがな or ローマジ.

e.g. あの人はフランス語ではなしています。  
He's speaking in French.  
じゅうしょをローマジでかいてください。  
Please write your address in romaji.

Yet another meaning of **で** is **with** an implement such as a pen or a knife.

e.g. はしで食べました。  
We ate with chopsticks.  
えんぴつでかいてはだめです。  
Don't write in pencil.

## 二 Can you do this?

To ask if someone can do a certain thing or to tell what you are able to do, a change is made to the verb. Look at the list below.

はいります	→	はいれます
つかいます	→	つかえます
まちます	→	まてます
かきます	→	かけます
あそびます	→	あそべます
よみます	→	よめます
はなします	→	はなせます

You have no doubt worked out that the い sound before ます is changing to an え sound, so り changes to れ, ち changes to て etc. The ひらがな chart also shows you what happens.

ま	み	む	め	も
ら	り	る	れ	ろ

Two groups of verbs are exceptions to this. One is the weak verb group.

食べます → 食べられます  
おきます → おきられます

e.g. にくが食べられますか。  
Can you eat meat?

The other is the irregular verbs, where the verbs *do* or *play* and *come* change a lot.

きます → こられます  
します → できます

e.g. あしたこられますか。  
Can you come tomorrow?  
スポーツができますか。  
Can you play sport?

The final thing you have to remember when using this form is to put **が** after the thing you can do.

e.g. かんじがよめます。  
I can read kanji.  
カタカナがかけます。  
I can write katakana.

The question 日本語ができますか is often asked of foreigners and while it means *Can you do Japanese?* it usually means *Can you speak Japanese?* You will, of course, be able to answer modestly はい、すこしできます。

## 三 Use of お

The sound **お** is often put in front of some words to give a more polite effect. This is done more frequently by female speakers. Many girls would say おはし for chopsticks. Boys could leave off the お in おはし in informal situations.

## 四 Use of へ

Like に, **へ** is also used to mean **to** a place. When it is used to mean *to* it is pronounced as e.

e.g. らいしゅう日本へかえります。  
I'm returning to Japan next week.



# いってみましょう

## 1 ホーム・ステー

としおくん is coming to stay with your family for a week on a home-stay program. The Japanese school organising the visit has sent the profile below.

Your mother is becoming a little anxious about the visit. Your partner will take the part of your mother and ask you lots of questions about としおくん.



For example, she wants to know if he is used to animals, if he plays any sports and if he is interested in music. She is also concerned about whether or not he is able to speak or read English, what he can eat and what he can use to eat with.

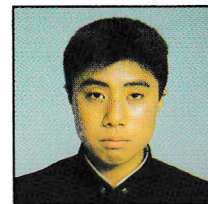
Using the profile below, reassure your mother about としおくん's visit.


なまえ: いけだ としお

ねんれい: 14

かぞく: 4人 (父、母、あね)

ペット:  ☒ 一匹  ☒ 二匹



おんがく:  ☒ すき ☐ ひけます ☒ ひけません  
☐ きらい ☒ ひけません ☐ ひけません

スポーツ:  ☒ できます ☒ できます  
☐ できません ☐ できません

 ☐ できます ☒ できます  
☒ できません ☐ できません

えいご: よめます ☒ よく はなせます ☐ よく  
☐ すこし ☒ すこし

たべもの: きらいなもの: チーズ、トマト  
すきなもの: にく、スパゲッティ、フルーツ

ナイフとフォーク ☒ つかえます  
☐ つかえません



## 2 ワープロがつかえますか。

As supervisor of the zoo you have noticed that there are more and more Japanese bringing their children to see the animals. You've decided to hire someone to guide the children around and teach them about the animals in an entertaining way.

Certain skills are necessary for this special job. The person should like children and animals and be able to:

- speak Japanese
- write かんじ、ひらがな and カタカナ
- sing and play games
- use a word processor (for drawing up schedules etc.)
- come tomorrow

Draw up an interview sheet to record the details of each applicant (name, age, address, phone number) as well as their responses to your questions.

Interview three friends who will, of course, be very honest about their abilities, and decide who you will employ.

## 単語

### New words

がいこくじん (がいじん)	—	foreigner
さくぶん	—	essay
じゅぎょう	—	lesson
だい	—	title, topic
(お) はし	—	chopsticks
ひるやすみ	—	lunchtime



## おめでとう

You are now able to use your 日本語 to:

- ask someone if they can do things
- tell someone what you can do
- explain what you use to eat with
- explain what language or script and what writing implement you use



# Appendix

## かんじ

### (漢字)

人

Meaning: person

Readings  
ひと

じん、にん(り)

この人 (このひと)  
日本人 (にほんじん)  
三人 (さんにん)  
二人 (ふたり)



月

Meaning: moon, month

Readings

がつ、げつ

一月 (いちがつ)  
四月 (しがつ)  
今月 (こんげつ)  
来月 (らいげつ)



日

Meaning: sun, day

Readings  
ひ (び)  
にち (に)

日本 (にほん)  
日よう日 (にちようび)



語

Meaning: language

Readings

ご

日本語 (にほんご)  
単語 (たんご)  
フランス語 (フランスご)



本

Meaning: origin, book

Readings

ほん (ぼん, ぽん)

日本 (にほん)  
本 (ほん)



何

Meaning: what?

Readings  
なに、なん

何語 (なにご)  
何人 (なんにん)



母

Meaning: mother

Readings

はは  
(お)かあ(さん)

母 (はは)  
お母さん (おかあさん)



父

Meaning: father

Readings

ちち  
(お)とう (さん)

父 (ちち)  
お父さん (おとうさん)





行	
Meaning: go	
Readings い (きます)	
行きます (いきます) 行って (いって)	

見	
Meaning: look, watch, see	
Readings み (ます)	
見ます (みます) 見て (みて)	

食	
Meaning: eat	
Readings た (べます)	
食べます (たべます) 食べて (たべて)	

買	
Meaning: buy	
Readings か (います)	
買います (かいます) 買って (かって)	

円	
Meaning: yen	
Readings えん	
百円 (ひゃく えん) 五円 (ごえん)	

山	
Meaning: mountain	
Readings やま	
たかい 山 (たかい やま)	

川	
Meaning: river	
Readings かわ (がわ)	
ながい 川 (ながい かわ) 山川さん (やまかわさん)	

田	
Meaning: rice field	
Readings た (だ)	
山田さん (やまださん) 本田さん (ほんださん)	

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# 単語・日本語一英語

## あ

アイス クリーム	ice-cream
あいだ	between
あおい	blue
あかい	red
あき	autumn
あさ	morning
あさごはん	breakfast
あし	leg, foot
あしの ゆび	toes
あそこ	over there
あそびます	play, muck about
あたたかい	warm
あたま	head
あびます	take (a shower)
あまり	not very, not often
あめ	rain
あらいます	wash
あります	there is (of things)

## い

いいですか	is that OK?
いいます	say
いかがですか	how about this?
いくらですか	how much?
いす	chair
いたい	it hurts
いつも	always
いっしょに	together
います	there is (of people, animals)
いや (な)	horrible, terrible
いらっしゃいませ	welcome
いろ	colour

## う

うえ	on, above, up
うえき	pot plant
うしろ	behind
うそ	lie
うります	sell
うん	yes, yeah

## え

え	picture
エアロビクス	aerobics
エレクトーン	electric organ
えん	yen (currency)

## お

おきます	wake up, get up
------	-----------------

おげんき ですか	how are you?
おたく	your house
おなか	stomach, tummy
おなかがすいて (います)	I'm hungry
おねがい します	may I have?
おふろ	bath
おべんとう	boxed lunch
おみやげ	souvenir
おもしろい	interesting, fun
およぎます	swim
オレンジ ジュー ス	orange juice

## か

か	or
カーテン	curtain
がいこくじん	foreigner
がいじん	foreigner
かえります	return
かお	face
かきます	write, draw
かっこいい	cool, spunky
かぜ	a cold
かみ(のけ)	hair
かめ	turtle
からだ	body

## き

き	tree
きいろい	yellow
きせつ	season
ギター	guitar
きます	wear, put on
きょうしつ	classroom
きょねん	last year
きらい(な)	dislike
きれい(な)	pretty, clean
キロ (メートル)	kilo(metres)

## く

くち	mouth
くつ	shoes
くま	bear
くもり	cloudy
クラブ	club
クレヨン	crayon
くろい	black

## こ

こ、コ	counter for small objects
-----	---------------------------

こうてい	school ground
こうとうがっこう	senior high school
こうこう	senior high school
コーヒー	coffee
ここ	here
こどもたち	children
このひと	this person, he, she
ゴルフ	golf
こんでいます	crowded

## さ

さかな	fish
さくぶん	essay
～さつ	counter for books etc.
ざっし	magazine
さむい	cold

## し

ジーンズ	jeans
しけん	examination
じこしょうかい	self-introduction
じしょ	dictionary
しずか (な)	quiet
した	under, below, down
しゃしん	photograph
シャワー	shower
シャンプー	shampoo
しゅうまつ	weekend
じゅぎょう	lesson
しょうかい	introduce
します	
しょうがっこう	primary school
しょうが ない	can't be helped!
しろい	white
信じられ ない	that's unbelievable
しんぶん	newspaper

## す

すいか	water-melon
すずしい	cool
すてき(な)	nice, lovely
すばらしい	wonderful
スプーン	spoon
すんでいます	live

## せ

せ	height
せいと	student



せいふく  
せん  
せんしゅ  
ぜんぜん  
ぜんぶ  
ぜんぶで

school uniform  
thousand  
player, athlete  
not at all  
all, the lot  
in all

そ

そこ  
そして  
それから

there  
and then  
after that

た

たいいくかん  
たいかい  
だい  
だいきらい  
たいふう  
たかい  
たくさん  
たまに  
だめ  
だれ  
たんず  
ダンス

gymnasium  
contest  
title, topic  
hate  
typhoon  
high, expensive  
lots, many  
occasionally  
no good  
who?  
wardrobe  
dance

ち

チャンピオン  
ちゅうがっこう  
ちゅうごく  
チョコレート  
ちょっと

champion  
junior high school  
China  
chocolate  
a bit

つ

つかいます  
つくえ  
つくります  
つゆ

use  
desk  
make  
rainy season

て

て  
でかけます  
てがみ  
できます  
でしょう  
てんき  
でんき スタンド  
でんわ

hand  
go out  
letter  
able to do  
will be  
weather  
lamp  
telephone

と

〜ど  
  
どうして  
ドーナツ  
どうぶつ

degrees  
(temperature)  
why?  
doughnut  
animal

ときどき  
とけい  
とくい  
とても、とっても  
となり  
トライアスロン  
とります  
トレーニング  
どんな

sometimes  
watch, clock  
good at  
very  
next to  
triathlon  
take  
training  
what kind of?

な

ナイフ  
なか  
ながい  
なつ  
なにいろ  
なにご (何語)  
なまけもの  
なんにん (何人)  
なんねんせい

knife  
in  
long  
summer  
what colour?  
what language?  
lazy thing  
how many people?  
what school level?

に

にく

meat

ね

ねます  
〜ねんせい

go to bed, sleep  
year level student

の

のち  
のど

later  
throat

は

はいります  
はきます  
はさみ  
(お)はし  
はしります  
はずかしかった  
はな  
はなします  
はなみ  
はやく  
はれ  
パン  
ばんごはん

enter, come in  
put on, wear  
scissors  
chopsticks  
run  
I'm embarrassed  
flower, nose  
speak  
flower viewing  
quickly, hurry up  
fine weather  
bread  
dinner, evening  
meal  
good-looking,  
handsome

ハンサム (な)

ひ

ピアノ  
〜ひき

piano  
counter for small  
animals

ひきます

play a stringed  
instrument, catch  
(a cold)

ひくい

low

ひと

person

ひどい

dreadful

ひま

free

ひまなとき

spare time

びょういん

hospital

びょうき

sick, ill

ひるやすみ

lunchtime

ピンク (の)

pink

ふ

フォーク

fork

ふた

pig

ふとりすぎ

too fat

ふります

fall (rain, snow)

ふるい

old (things)

〜ふん

minutes

ぶんぼうぐや

stationery shop

へ

ベッド

bed

ペット

pet

ベビー シッター

baby-sitter

へや

room

へん (な)

strange

べんきょう します

study

ベンチ

park bench

ほ

ボールあそび

playing with a ball

ポスト

post box

ホットケーキ

pancake

ホットドッグ

hot dog

〜ほん (本)

counter for long,

thin objects

ほんばこ

book case

ま

まい...

every...

まいにち

every day

まえ

before, in front of

マスク

(surgical) mask

マジック

highlighter pen

まん

ten thousand

み

みかん

mandarin (orange)

みせ

shop

みじかい

short

みどり (の)

green

みみ

ear



め

め

eye

も

もう

もちろん

もの

already  
of course!  
thing

や

～や

suffix indicating  
a shop  
greengrocer  
vegetable  
cheap  
holiday  
stop that!

やおや

やさい

やすい

やすみ

やめて

ゆ

ゆうめい(な)

ゆき

ゆび

famous  
snow  
finger

よ

よい

よく

よく できました

より

good  
often  
well done  
from (in a letter)

ら

らいげつ

next month

り

りっぱ(な)

りんご

great, magnificent  
apple

れ

れいぞうこ

refrigerator

ろ

ロックコンサート rock concert

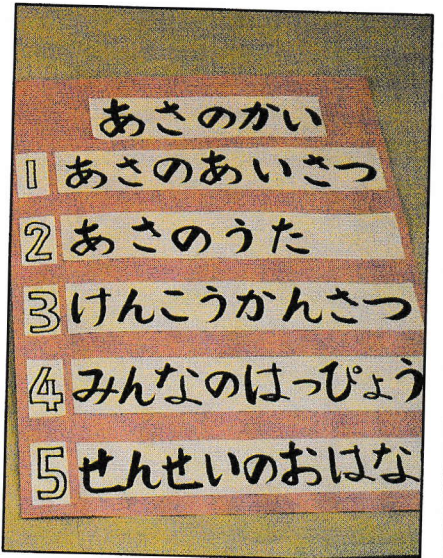
わ

わたし じゃない not me

わたしたち we



月～金	
SHR	8:35～8:45
1	8:50～8:40
2	9:50～10:40
3	10:50～11:40
4	11:50～12:40
昼食	12:40～13:15
5	13:20～14:10
6	14:20～15:10



## 3-2 時間割

	月	火	水	木	金	土
1	英	日	英	現	古	数
2	数	数	日	生	日	日
3	古	選	化	日	選	現
4	体	英	体	化	数	化
5	現	英	数	英	英	
6	化	生	HR	体	体	



# 単語・英語一日本語

## A

above うえ  
aerobics エアロビクス  
all, the lot ぜんぶ  
already もう  
animal どうぶつ  
apple りんご  
athlete せんしゅ  
autumn あき

## B

bakery パンや  
bath おふろ  
take a bath おふろに  
はいます

bear くま  
bed ベッド  
go to bed ねます  
before まえ  
behind うしろ  
below した  
between あいだ  
a bit ちょっと  
black くらい、ブラック  
blue あおい、ブルー  
body からだ  
bookcase ほんばこ  
bread パン  
breakfast あさごはん

## C

chair いす  
cheap やすい  
children こども、  
こどもたち  
China ちゅうごく  
chopsticks (お)はし  
classroom きょうしつ  
clean きれい (な)  
clock とけい  
cloudy くもり  
cold さむい  
(a) cold かぜ  
have a cold かぜをひいて  
います  
colour いろ  
come in, enter はいります  
contest たいかい  
cool すずしい  
cool (spunky) かつこいい  
counters ひき  
for animals

for books さつ  
for long, thin 本  
objects こ、つ  
for small objects こんでいます  
crowded

## D

desk つくえ  
dictionary じしょ  
dinner ばんごはん  
dislike きらい (な)  
down した  
draw かきます  
dreadful ひどい

## E

ear みみ  
electric organ エレクトーン  
enter, come in はいります  
essay さくぶん  
everyday まいにち  
examination しけん  
expensive たかい  
eye め

## F

face かお  
famous ゆうめい (な)  
finger ゆび  
fish さかな  
flower はな  
flower viewing はなみ  
foot あし  
foreigner がいこくじん、が  
いじん  
free time ひまなとき  
fridge れいぞうこ  
fun おもしろい

## G

get up おきます  
good よい、いい  
go out でかけます  
green みどり(の)、  
グリーン  
greengrocer やおや  
guitar ギター  
gymnasium たいいくかん

## H

hair かみ(のけ)

hand て  
handsome ハンサム(な)  
hate だいきらい  
head あたま  
height せ  
high たかい  
holiday やすみ  
horrible いや(な)  
hospital びょういん  
how many people? なんにん(何人)  
how much? いくら  
hungry おなかがすいて  
(い)ます  
(it) hurts いたい

## I

ice-cream アイスクリーム  
ill びょうき  
in なか  
interesting おもしろい  
introduce しょうかいします  
introduce oneself じこ しょうかい

## J

jeans ジーンズ

## L

leg あし  
letter てがみ  
lie うそ  
live すんでいます  
long ながい  
lots たくさん  
low ひくい  
lunch (boxed) おべんとう  
lunchtime ひるやすみ

## M

magazine ざっし  
magnificent りっぱ(な)  
make つくります  
mandarin (orange) みかん  
many たくさん  
meat にく  
morning あさ  
mouth くち

## N

newspaper しんぶん  
next to となり  
nice すてき(な)



nose  
not much, very

はな  
あまり

O

occasionally  
often  
old  
on  
or  
over there

たまに  
よく  
ふるい  
うえ  
か  
あそこ

P

person  
pet  
keep pets  
  
photograph  
picture  
pig  
play about  
play a keyboard  
or stringed  
instrument  
play a sport  
player  
post box  
pot plant  
pretty  
put on  
lower part of body  
top part of body

ひと(人)  
ペット  
ペットをかって  
います  
しゃしん  
え  
ぶた  
あそびます

ひきます  
します  
せんしゅ  
ポスト  
うえき  
きれい(な)

Q

quickly  
quiet

はやく  
しずか(な)

R

rain  
it rains  
rainy season  
red  
refrigerator, fridge  
return  
room  
run

あめ  
あめがふります  
つゆ  
あかい、レッド  
れいぞうこ  
かえります  
へや  
はしります

S

say  
school  
ground  
junior high  
primary  
senior high  
uniform

いいます  
こうてい  
ちゅうがっこう  
しょうがっこう  
こうとうがっこう  
(こうこう)  
せいふく

scissors  
season  
sell  
shoes  
shop  
short  
shower  
take a shower

はさみ  
きせつ  
うります  
くつ  
みせ  
せがひくい  
シャワー  
シャワーを  
あびます

sick  
snow  
it snows  
sometimes  
sore  
souvenir  
speak  
spunky  
stationery shop  
stomach  
strange  
student  
study

びょうき  
ゆき  
ゆきがふります  
ときどき  
いたい  
おみやげ  
はなします  
かっこいい  
ふんぼうぐや  
おなか  
へん(な)  
せいと  
べんきょう  
します

summer  
swim

なつ  
およぎます

T

take  
tall  
telephone  
terrible  
there  
thing  
thousand  
throat  
title  
toes  
together  
tree  
turtle  
typhoon

とります  
せがたかい  
でんわ  
いや(な)  
そこ  
もの  
せん  
のど  
だい  
あしのゆび  
いっしょに  
き  
かめ  
たいふう

U

under  
up  
use

した  
うえ  
つかいます

V

vegetable  
very

やさい  
とても、とっても

W

wake up  
wardrobe  
warm

おきます  
たんず  
あたたかい

wash  
watch  
water-melon  
we  
wear

あらいます  
とけい  
すいか  
わたしたち

lower part of body  
top part of body

はきます  
きます

weather  
cloudy  
fine

てんき  
くもり  
はれ

welcome

いらっしゃいませ

what?

なん、なに(何)

colour?

なにいろ

kind of?

どんな

language?

なにご(何語)

school year?

なんねんせい

white

しろい、ホワイト

who?

だれ

why?

どうして

wonderful

すばらしい

write

かきます

Y

yeah, yes  
year  
last year  
yellow

うん

きょねん

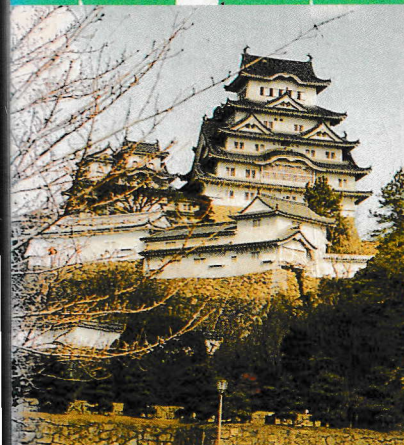
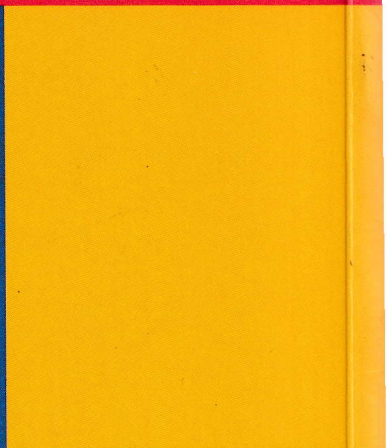
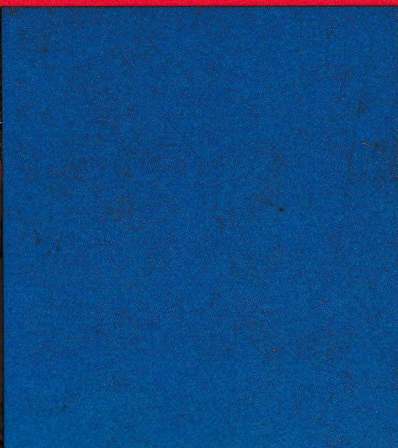
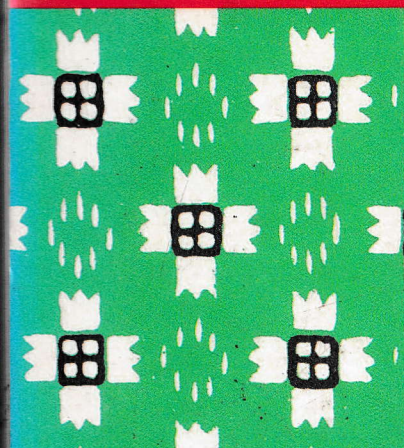
きいろい、

イエロー

yen

えん、(円)





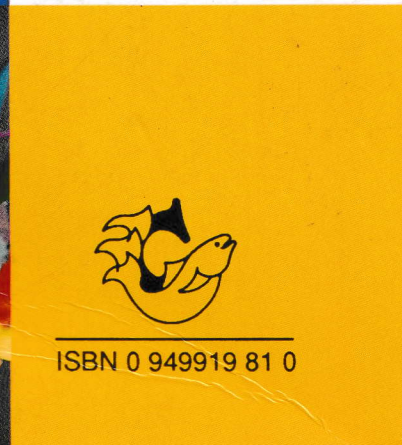
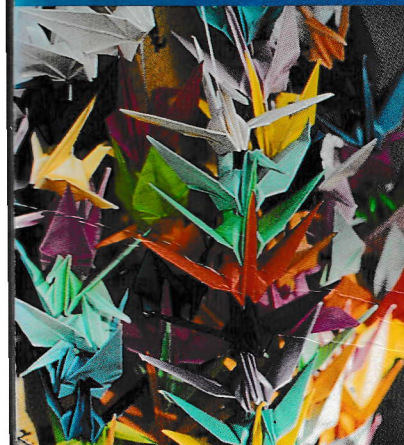
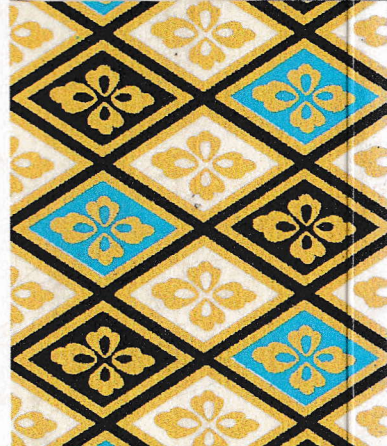
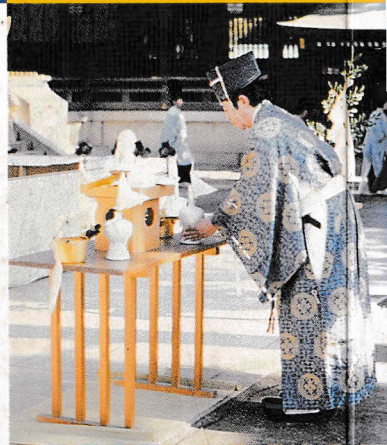
きもの 2 is the second level in a comprehensive communicative Japanese course. This full-colour text continues the lively approach of the first level in its wide range of communicative activities and systematic study of the language.

きもの 2 recognizes the increased language competence of students. The cartoon characters like the users of the course, have also grown up!

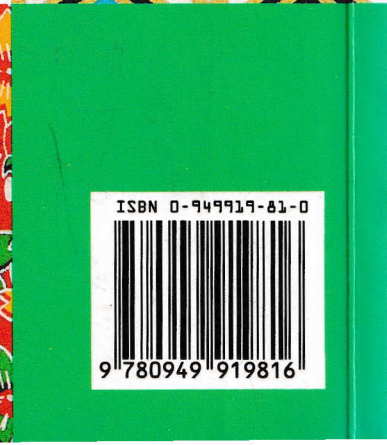
Japanese language is used more extensively in きもの 2, particularly in the cultural units, which use authentic material. Katakana and more kanji, are presented in きもの 2.

The text is supported by:

- the *Workbook*, which contains a full range of exercises and activities designed to provide a thorough consolidation of language points;
- the *Cassettes*, which offer an entertaining performance by native Japanese speakers of the cartoon stories and listening comprehension activities, and more;
- the *Teacher's Manual*, which presents detailed information on how best to integrate, and exploit fully, all components of the course.



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